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# Memo

**To** Board of Education  
**From** Kyla Johnson-Trammell, Superintendent  
**Board Meeting Date** December 9, 2020  
**Subject** 2020-2021 School Plan for Student Achievement (SPSA)

**Action** Approval of the 2020-2021 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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment** 2020-2021 School Plan for Student Achievement (SPSA) for EnCompass Academy



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

## **2020-2021 School Plan for Student Achievement (SPSA)**

**School:** EnCompass Academy  
**CDS Code:** 1612590102988  
**Principal:** Minh-Tram Nguyen  
**Date of this revision:** 4/27/2020

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: 4/27/2020*

*The District Governing Board approved this revision of the SPSA on: 12/9/2020*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Jody London, Board President**

**2020-2021 School Plan for Student Achievement Recommendations and Assurances**

**School Site:** EnCompass Academy

**Site Number:** 181

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

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

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

**Date(s) plan was approved:** April 27, 2020

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

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Flyers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, media announcements, etc.) |
|---|---|--|

**Signatures:**

Minh-Tram Nguyen

*Minh-Tram Nguyen*

6/1/2020

Principal

Signature

Date

Maya Machado de la Cueva

*Maya Machado*

6/1/2020

SSC Chairperson

Signature

Date

Monica Thomas

Signature

June 3, 2020

Network Superintendent

*Lisa Spielman*

Date

Lisa Spielman

6/4/2020

Director, Strategic Resource Planning

Signature

Date

**2020-21 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 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/14/2020	SSC	January SSC review of progress, school programs. Discussed parent academic engagement
1/22/20	Family Academic Success Team	Developed ideas for increasing student achievement through family engagement.
1/28/2020	Parents/guardians	SSC-sponsored Parent Learning Walk built background knowledge on CCSS, academic programs, and gathered ideas from parents regarding school needs and priorities.
2/10/2020	Faculty and Staff	Reviewed Data, priorities, gathered needs
4/24/2020	SSC	SSC update strategies based on feedback.
4/27/2020	SSC	SSC vote on SPSA

## 2020-2021 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$110,580.00
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	\$592,562.00

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$108,252.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$19,773.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,328.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$273,700.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$74,060.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$114,449.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$110,580.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$481,982.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$592,562.00</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

<b>School:</b> EnCompass Academy	<b>School ID:</b> 181
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**School Description**

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

**School Mission and Vision**

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

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

<b>Focus Area:</b>	<b>Priority Strengths</b>	<b>Root Causes of Strengths</b>
<i>College/Career Readiness</i>	K2C college going culture in primary, in Gr. 3-5 we increased substance and stamina for reading, progress on foundational skills, stronger schema and ownership of complex text.	<ul style="list-style-type: none"> <li>* Standards-based curriculum</li> <li>* unpacking standards, PLC anchored in student work</li> <li>* monitoring student performance through IABs</li> <li>* progress on foundational standards in K-2, K2C partnership- K2C college going culture in primary</li> <li>* Increased teacher skill level, increased confidence, and expectation for student stamina</li> <li>* students are able to stand well on their own</li> <li>* increasing content knowledge in 3-5. We increased substance and stamina for reading, stronger schema and ownership of complex text.</li> <li>* principal leadership and presence in PLC</li> <li>* There is growing student and teacher belief and confidence in students being able to read and respond to complex text as well as doing CCSS math.</li> </ul>
<i>Focal Student Supports</i>	Students for T2 and T3 have effective MTSS supports indicated by a reduction in the number of referrals/ reduction in referrals for repeated behaviors, focal students have increased attendance and Lexile growth.	<ul style="list-style-type: none"> <li>* COST team has membership from multiple sectors which uses a systematic process for monitoring referrals and coordinating services weekly to meet student needs.</li> <li>* Strong Lead Inclusion teacher and support staff; Integration of Inclusion into schoolwide instruction and culture, culture of cross-functioning teams to provide T2,T3</li> </ul>
<i>Student/Family Supports</i>	CHKS data on family satisfaction indicates a culture of trust.	<ul style="list-style-type: none"> <li>*Strong schoolwide structures to support parents at all levels.</li> <li>* Student Family Connections Coordinator, Principal, consistent front staff, and teachers provide a customer service and student-centered culture.</li> </ul>
<i>Staff Supports</i>	Responsive PD and PLC structure now maintaining focus on student work	Strong partnership of coaches w/ Principal, ILT, Personal accountability of staff related to curriculum and standards improvement
<b>Focus Area:</b>	<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>

<i>College/Career Readiness</i>	ELL achievement needs to accelerate, 75% of students below standard in ELA and Math, lack of practice opportunities for speaking and writing, 50% in K new Letter Name by midyear, 20% 1st graders were at target fluency accuracy by midyear.	<ul style="list-style-type: none"> <li>* Lack of knowledge of ELD standards and not having language objectives</li> <li>* Content gaps in Math rigor</li> <li>* Integrated and designated ELD is weak</li> <li>* Language Dives need to be more consistent.</li> <li>* Teacher-centered instruction in math- mostly whole group.</li> <li>* Priority has been on looking at what teachers know and don't know which resulted professional learning time to work on understanding the curriculum and standards instead of starting at looking at what students know and don't know to guide professional learning time.</li> <li>* There is a lack of schoolwide structures, expectations, and professional learning coherence about how to go about that.</li> </ul>
<i>Focal Student Supports</i>	Chronic absence is high, lack of urgency	<ul style="list-style-type: none"> <li>*Chronic absence monitoring is not done by classroom teachers consistently</li> <li>* lack of norming on expectations for classroom-based progress monitoring and over-reliance on schoolwide support staff to monitor this</li> <li>* the attendance team's started SARTs late</li> <li>* Tier 3 students a challenge and requires redirection of staff.</li> </ul>
<i>Student/Family Supports</i>	Chronic absence is high, overreliance on schoolwide structures prevents deep staff/family connection. Teachers find it difficult to have hard conversations with families about accountability due to concerns about overstepping and due to getting push back and blame. Some perceive that pushing families is oppressive rather than supportive.	In seeking to serve the whole child, some translate this into keeping students comfortable and therefore results in lack of urgency towards achievement, high attendance rate. There is a need to provide opportunities for parent education through workshops to eliminate barriers related to their participation. We need to norm ways to post and share the data with kids so that they are motivated/inspired/feel urgent about chasing their own outcomes and success. Too much teachers doing the work.
<i>Staff Supports</i>	Attendance monitoring of students is not done by teachers due to school wide support structures available	Attendance team us building coherence and capacity to maintain consistency

**1C: 20-21 STUDENT GOALS & TARGETS**

**Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)**

**School Goal for May 2023:** All students will leave 2nd grade having mastered foundational reading skills.

**Instructional Focus Goal:** All students experience success in the early years.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
K at or above Benchmark	All Kindergarten Students	+5pp	18.9%	n/a	90.0%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	21.6%	n/a	90.0%

**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Students	+15 points DF3	-78.2	n/a	-15.0
Reading Inventory (SRI) Growth of One Year or More	All Grade 3-5 Students	+5pp	34.1%	n/a	70.0%

**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Math and Science.

SBAC Math	All Students	+15 points DF3	-80.4	n/a	-30.0
CAST (Science)	All Students	+15 points DF3	4.5%	n/a	50.0%

**Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)**

<b>School Goal for May 2023:</b>		All students continuously grow towards meeting or exceeding standards in English Language Arts. Students' reading, writing, and speaking will demonstrate greater skill and confidence. We will build vocabulary with a focus on speaking & listening protocols, language dives, and writing strategies to support ELLs and all learners.			
<b>Instructional Focus Goal:</b> All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	-122.5	n/a	-53.0
SBAC ELA	English Learners	+20 points DF3	-108.6	n/a	-58.0
Reading Inventory (SRI) Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	47.1%	n/a	15.0%
<b>Instructional Focus Goal:</b> All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	Students with Disabilities	+20 points DF3	-123.6	n/a	-55.0
SBAC Math	English Learners	+20 points DF3	-101.1	n/a	-51.0
<b>Instructional Focus Goal:</b> English Learner students continuously develop their language, reaching English fluency in six years or less.					
ELL Reclassification	English Learners	Reclassify 25%	8.0%	n/a	30.0%
LTEL Reclassification	Long-Term English Learners	+5pp	12.5%	n/a	35%

<b>Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 &amp; 6)</b>					
<b>School Goal for May 2023:</b>		All students build relationships to feel connected and engaged in learning.			
<b>Instructional Focus Goal:</b> All students build relationships to feel connected and engaged in learning.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	69.9%	n/a	95.0%
Suspensions	All Students	-2pp	0.5%	n/a	0.0%
Suspensions	African-American Students	-2pp	1.5%	n/a	0.0%
Suspensions	Students with Disabilities	-2pp	1.8%	n/a	0.0%
Chronic Absence	All Students	-2pp	31.6%	n/a	10.0%
Chronic Absence	African-American Students	-2pp	33.3%	n/a	10%

<b>Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.</b>					
<b>School Goal for May 2023:</b>		All teachers will have professional learning to design and implement CCSS-aligned task-based, language rich instructional opportunities and to aggressively monitor student learning for frequent feedback.			

**1D: IDENTIFIED NEED**

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



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

SSC members then reviewed current 19-20 SPSA and reviewed 2020-2021 Priorities. We are in the 2nd year of the 3 year plan. The following 2020-2021 Priorities were approved by the SSC membership for Title 1 and Title 4 allocations in late March 2020.

- Fund .70 FTE for Lead Teacher TSA - Title 1
- Fund Early Literacy Lead Teacher Stipend- Title 1
- Fund .20 EEIP (prep) teacher- Title 1

#### 1E: RESOURCE INEQUITIES

**Instructions:** Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

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-led the professional learning for this cohort. Together, this accelerated this cohort's growth, which carried over in consistent student growth in most classes. A special education student was placed in our Inclusion program, but in fact required 1:1 support due to severe behavioral and safety concerns. Bureacratic errors from PEC department prevented extra staffing to meet needs of Inclusion student. Staff shortage to meet the heightened needs resulted in affected teacher sustainability and mental health. PEC gave us a position code that then was no longer available to hire for extra support staff. This is still an issue that exists going into 2020-21. In TK-2 this year, 2 teachers had to leave for medical reasons within the first 2 months of school, leaving unexpected vacancies. This issue has been resolved, but students had guest teachers for 2 months in a grade 1 and grade 2 class.

#### 1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

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

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE**

**School:** EnCompass Academy

**SPSA Year Reviewed:** 2019-20

**SPSA Link:** [19-20 SPSA](#)

**2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)**

**19-20 Language & Literacy Priority: Literacy**

<b>Theory of Change:</b>	If professional development structures enable teachers to design, deliver, and progress monitor well-paced lessons using academic discussion routines, anticipate misconceptions, communicate to students Content and Language Learning Targets and Success Criteria relative to a checklist/rubric/graphic organizer to access complex texts, Low Income and ELL students will reach literacy goals.
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<b>Related School Goal:</b>	All students continuously grow towards meeting or exceeding standards in English Language Arts.
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**Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

We had many new teachers, and we invested in coaching and supports for teaching CCSS-aligned standards with the new EL Curriculum. Students got access to complex text daily, and we launched ALL Block by midyear.

**What evidence do you see that your practices are effective?**

Consistent access to complex text, engagement with text dependent questions and task, and small group instruction in ALL Block increased student ownership, and allowed more students to have additional work with complex text, as well as to increase their writing analysis and productivity.

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

In addition to EL module lessons, if we use analysis of student work to plan and deliver small group learning and practice for fluency and language development. We will focus more on design of meaningful task from which teachers will aggressively monitor and provide students with feedback.

**19-20 Standards-Based Instruction Priority: Science/Math**

<b>Theory of Change:</b>	If teachers design and deliver, and progress monitor well-paced lessons using academic discussion routines, anticipate misconceptions based on student schemas, progress monitor student success on DOK 2+ tasks based on the major work of the grade, and ensure STMath syllabus to 70%, then we will accelerate STEAM success for Low Income and ELL students.
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<b>Related School Goal:</b>	All students continuously grow towards meeting or exceeding standards in math.
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**Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

We were still very inconsistent with our ability to teach science consistently in Gr. 3-5, where 4/6 were new teachers. Math instructional pacing was stronger in K-3, 5 and grade 4 was behind pacing significantly.

**What evidence do you see that your practices are effective?**

Access to CCSS-aligned curriculum in math over the last 3 years is building confidence for both students and teachers with CCSS math. We were able to have weekly math PLC this year due to changes we made, which built capacity for conceptual math development and understanding the rigor of CCSS Math.

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

We will focus on staying on pacing so that we can teach all standards through meaningful tasks and aggressively monitor and provide feedback. We will practice using more academic discussion protocols to encourage student debrief of the math learning to stamp conceptual understanding.

**19-20 Conditions for Student & Adult Learning Priority: Reduce students in Below/Far Below in reading benchmarks.**

**Theory of Change:** If we routinely have strong Tier 1 instruction, and use systems and strategies for responses to inappropriate behaviors, we will maintain keep students more focused on instructional success.

**Related School Goal:** All students build relationships to feel connected and engaged in learning.

**Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

Systematic phonics instruction was coherent in primary grades at Tier 1 using SIPPs, with small group structures starting earlier in the year. Teachers were more clear on goals and strategies of the Phonemic Awareness and Phonics curriculum.

**What evidence do you see that your practices are effective?**

Increased readiness for SIPPs in Kinder by December, increased fluency rate in 1st grade.

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

We will increase family engagement earlier on to identify/support students w/ previous and developing attendance problems. Tighter Tier 1 classroom transitions and structures for small group instruction will begin by end of September. SIPPS will continue to be used as Tier 1 for K-2 and Tier 2 for Gr. 3-5, in addition to the increasing student opportunities to practice fluency and get feedback.

**19-20 Conditions for English Language Learners Priority: EL Reclassification**

**Theory of Change:** If we routinely use text-based Sentence Patterning and Sentence Unpacking strategies, teach academic vocabulary systematically and consistently, use instructional routines to develop collaboration and student-to-student academic discussion connected to the text's big idea, and ELA learning tasks include writing response to complex texts, more of our ELLs will reclassify.

**Related School Goal:** English Learner students continuously develop their language, reaching English fluency in six years or less.

**Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

Our ELD strategies were not implemented early, well, consistently. We have a new curriculum and many new teachers, who by Trimester 2, got training from EL on the Language Dive and use of protocols. We were implementing model lesson, co-planning, and a modified lesson design cycle using these strategies when the school closures for the COVID-19 virus ensued.

**What evidence do you see that your practices are effective?**

Students could participate in the language architecture of complex text excerpt and see how they can approach to use language to convey literacy meaning. Students were beginning to have more opportunities to speak to one another in academic discussion instead it being mediated by teacher to student prompting.

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

In addition to EL module lessons, we will use analysis of student work to plan and deliver small group learning and practice for fluency and language development. We will have campaigns on fluency (letter names, sight words, accuracy rate) with clear benchmarks, starting at the beginning of the year.

**DEPARTURE FROM PLANNED 19-20 SPSA BUDGET**

**Please describe any significant differences between your 19-20 SPSA *proposed* budget and your *estimated actual* budget for 2019-20. If you made changes, why?**

The Early Literacy Coach's funding got cut, so we are funding classroom teachers to serve as Early Literacy leads for

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES**

**School:** EnCompass Academy

**School ID:** 181

**3: SCHOOL STRATEGIES & ACTIONS**

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

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

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
1-1	Aligned blocks for small group instruction supports Reading Foundations instruction (SEEDS TK, SIPPS K-2 in class, 3-5 small group pull out)	Align 3 .50 FTE reading interventionists' time to conduct pull out small group in SIPPs at common levels between 2 classes to increase efficient use of time. Stipend Early Literacy Lead Teachers to coordinate data and groups for K-1, 2-3, 4-5 cohorts.	Weekly Schedules	ELL achievement needs to accelerate
1-2	Administer assessments to diagnose Reading Foundations gaps to support students below/multiple years below grade level. Use Imagine Learning to accelerate learning for Newcomers.	Provide support for administration and analysis of assessments to diagnose Reading Foundations gaps. ITL provides Tier 2 support to Newcomers, and uses Imagine Learning for blended learning. Provide blended learning resources such as Imagine Learning to support Newcomers, and Google classroom to engage GATE students.	Reduction in students in Below/Multiple Year Below in SRI	ELL achievement needs to accelerate
1-3	Use a classroom-based attendance recognition approach to reduce chronic absence and increase satisfactory attendance rates	Attendance Team conduct and monitor Weekly SARTs, Wellness Checks as needed, daily 100% Attendance recognition, Weekly Recognition at Community Meeting, weekly Attendance self-monitoring of Chronic Absentees through Attendance Boosters, SARB referrals as needed.	Reduction in Chronic absence	Chronic absence is high
1-4	Monitor and make COST referrals for students as possible candidates for mentoring and counseling for Tier 3	Provide student mentoring and counseling support through partnership with counseling agency and allocating mentoring resources	Reduce office referrals, Blue Cards, reduce chronic absence rate	

1-5	Implement strategies from COST, SST, and/or Inclusion meetings that are in the teacher's locus of control	Weekly COST Meetings to coordinate services, schedule SST and follows up,s and schedule and Inclusion Collaboration time with classroom teacher to provide more small group instruction	Coordination of services, aligned instructional strategies, more small group instruction	Attendance monitoring of students is not done by teachers due to school wide support structures available
1-6	Use protocols to engage all students in meaningful content learning.	Provide training, monitoring, and feedback on protocols as a engagement strategy for equity of voice among students. Model by using protocols in PD regularly,	Classroom observation, using Implementation Look-Fors rubric	ELL achievement needs to accelerate
1-7	Provide culturally relevant strategies in lesson delivery and culture building to engage African American and ELL students in rigorous learning tasks.	Address issues of bias and race and build cultural competency to serve diverse students through on-going professional learning, coaching, workshops/conferences and dialogue for teachers and staff Use School Culture Team, PBIS team or COST team to create a behavioral RTI pyramid that all staff understand and implement. Refine as implementation informs practice.	SRI & Reclassification Rate	ELL achievement needs to accelerate
1-8	Immediately assess homeless students who arrive and provide COST referral so they can have wraparound monitoring.	Engage with parents/guardians of homeless youth by providing support through shool and district resources. Bilingual Admin Asst, Attendance Specialist, and Student Family Connections Coordinator work as a team to provide check in and support, including home visits.	COST tracker	Chronic absence is high
1-9	Conduct intake 1:1 with families sign up for home visit/1:1 intake, attend beginning of year event.	Use an intake process for registration to orient families to the way we do school at registration to assess family needs and to gather family needs	Intake tracker	Chronic absence is high
1-10	Lead a family engagement 1 event at least every 2 months to tie in language development and student demonstration of learning	Provide outreach to families, time planning	Family attendance	ELL achievement needs to accelerate
1-11	Use daily speaking and language protocols in ELA minimally and content areas, ideally	Provide materials, training, feedback	Classroom observation, using Implementation Look-Fors rubric	ELL achievement needs to accelerate
1-12	Conduct family workshop for K-1 Early Literacy to meet Letter Name and fluency targets in the Fall	Student family Connections Coordinator use the baseline assessment data and work with teachers on a gradual release plan to engage families to yield student achievement	Letter Name recognition tracker, Fluency tracker	ELL achievement needs to accelerate
1-13	Plan, model and facilitate a gradual release practice (Feedback Friday's) where students will demonstrate their ability to analyze, reflect on, and respond to their growth on standards mastery.	Provide professional learning and planning time in the beginning of the year to establish benchmarks for students to be able to be ready by Trimester 2 to lead a December Student-Parent Data Conference (gr. K-5).	Presentation rubric for Student-Parent Data Conference	

1-14	Post growth data in classes	Develop criteria and practices with ILT and communicate to teachers by Beginning of Year	Observation	
1-15	Hold monthly and trimester classroom-based recognition ceremonies based on growth goals.	Calendar opportunities for students to show parents their thinking, growing independence, and responsibility.	Calendar with dates for Feedback Friday, Classroom Celebration of Learning at least once per Trimester;	ELL achievement needs to accelerate

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

<b>School Priority ("Big Rock"):</b>	Science and Math CCSS- aligned instruction focusing on student tasks.
<b>School Theory of Change:</b>	If teachers teach all standards through meaningful tasks and aggressively monitor and provide feedback, then we will accelerate STEAM success for Low Income and ELL students.
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
2-1	Collaboratively plan and adjust math lesson to maintain pacing so that students will all have been taught the major work of the grade by end of year. Planning includes anticipated misconceptions, tasks at DOK 2+ based. an adequate time for students to integrate and practice new learning.	Weekly PLC for math. Procure time and resources for Math PLC cycles	Pacing alignment	ELL achievement needs to accelerate
2-2	Use computer-based Topic quizzes in gr. 2-5 to help get quicker data from formative assessments to adjust instruction	Train for Gr. 2-5 use of online platform for teachers to use for administering EOJ, EOM assessments.	Quiz results	ELL achievement needs to accelerate
2-3	Teachers teach NGSS FOSS curriculum at least 60 min/week (K-1), 90 min/week (2-5).	Check teacher schedules to ensure science is included and drop in during scheduled times to ensure science instruction is happening. Grade level teams create aligned schedules. Organize supports for teachers to prep materials for hands-on lessons (e.g. parent volunteers)	Weekly schedules, Observations	

2-4	Teachers will use formative assessment of focal math standards to target small group instruction to meet students needs (with attention to low income, ELL, foster, and homeless students).	Provide Math Interventions in Gr. 3-5. ILT establishes target students	Formative assessments	ELL achievement needs to accelerate
2-5	K-5 Teachers will teach CCSS aligned Eureka curriculum, backwards map by Topic to focus on major work of the grade.	Provide expected classroom Look-Fors in week following PD and provide feedback loop Fund TSA to support curriculum, data systems and monitoring, ELL success, and accelerate students through differentiation. Message progress of our throughline for equity success weekly and monthly. Leaders will model process of learning, expecting, supporting, monitoring, reflecting, to achieve equitable outcomes.	Exit tickets, End of Module assessments, IAB	ELL achievement needs to accelerate
2-6	Use protocols for student debrief of math lessons to enhance conceptual understanding of math.	Professional learning time will provide training and monitoring of student work.	End of Module assessments	
2-7	Prioritize concept development in math instruction so students can demonstrate multiple ways to solve problems.	Monitor and support to ensure teacher teams collaborate around understanding grade-level content, and observe for evidence of the Instructional Core in math classrooms; Create a yearlong Professional Learning calendar that includes regularly scheduled teacher collaboration around mathematics.	End of Module assessments, IAB	
2-8	Establish mathematics goals and Content Language Objectives at the unit and lesson level situated in the grade level standards to focus and guide planning and just in time teaching decisions	Ensure math is included daily in every classroom's schedule, and weekly math walkthroughs, scheduled times to gather evidence of student learning in mathematics. Ensure that teachers have designated time to focus on unit planning at least once a month.	Observation Look Fors	
2-9	Review STMath progress/alerts to select whole-class JiJi talk and target students with whom you can need to confer.	Recognize STMath progress monthly toward 100% completion of syllabus. Teacher PD at start of year re: ST Math implementation. Grade level teams create aligned schedules. Look at master schedule to make sure students don't miss math instruction due to interventions or other pull-out programs. STIP sub serves as Blended Learning Assistant to support blended learning program.	STMath Syllabus progression	ELL achievement needs to accelerate



2-10	Conduct Agressive Monitoring and share classwork progress with families weekly.	Establish family communications for weekly progress report using social media tech platforms	IAB, SRI, EOM Assessments	
2-11	EEIP teacher provides Math intervention			

**District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum**

<b>School Priority ("Big Rock"):</b>	CCSS-aligned instructional tasks will have students use meaningful reading content and new vocabulary to communicate thinking through sustained speak and writing.
<b>School Theory of Change:</b>	If we will use analysis of student work to plan small group, fluency and language development practices using CCSS-aligned curriculum, we will accelerate outcomes for ELL and Low-Income students.
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
3-1	K-2 Teach phonics block at least 4/x week using SIPPs curriculum so to move students to mastery of SIPPs level.	Part time Early Literacy Coach and Lead Teacher will train and support this implementation, in coordination with ILT.	Core Multiple Measures, especially Oral Reading Fluency K-2	ELL achievement needs to accelerate
3-2	K-5 Teachers will teach CCSS aligned EL curriculum, internalize the habit of backwards mapping, linking learning target to match look-fors in student writing and speaking tasks. Build student self-efficacy and stamina through explicit expectations, aggressive monitoring, and ample time for students to integrate and demonstrate learning, reflect, and set goals.	Provide expected classroom Look-Fors in week following PD and provide feedback loop Fund TSA to support curriculum, data systems and monitoring, ELL success, and accelerate students through differentiation. Message progress of our throughline for equity success weekly and monthly. Leaders will model process of learning, expecting, supporting, monitoring, reflecting, to achieve equitable outcomes.	Exit tickets, End of Module assessments, IAB	ELL achievement needs to accelerate
3-3	Explicitly teach 10 new vocabulary words per week. Use Language Dives and Procotols throughout the day.	Recognize students in monthly for meeting Vocabulary acquisition goals. Goal setting conference for target kids on Reclassification cusp- Add to Growth tracking sheet.	Vocabulary quizzes	

3-4	Launch small groups by end of September	Establish biweekly formative cycles, as well as Interim assessments. Data systems are in place so teachers and Instructional Support staff can establish MTSS targets early.	Formative assessments	
3-5	Teachers read target texts, plan the arc of the module/unit, complete end of module assessments and performance tasks before teaching the unit/module.	Work with ANet Coach to build capacity for leading adult learning in CCSS. Before Module, establish time for teachers to establish: Key understanding of texts, know what the culminating task is, make connection between key understanding and culminating task and how it relates to text complexity, what the expected student struggles in text complexity will be, take the end of Module assessment. ILT will calendar out ahead of time based on Tight Deadlines on pacing of getting through curriculum.	SRI, formative assessments	ELL achievement needs to accelerate
3-6	Provide pre-referral interventions, trauma-informed practice, and Tier 1 literacy strategies to provide universal access to all learners, with specific attention to Low-Income children.	Fund TSA to support curriculum, data systems and monitoring, ELL success in Literacy, and accelerate students through differentiation.	Core multiple measures	Attendance monitoring of students is not done by teachers due to school wide support structures available
3-7	Maintain pacing of EL Education to ensure K-5 students have access to CCSS grade level standards	Ensure planning and PLC time for Module and Unit unpacking, lesson planning, and looking at student work.	IAB, SRI, EOM Assessments	
3-8	Share classwork progress with families weekly.	Establish family communications for weekly progress report using social media tech platforms	IAB, SRI, EOM Assessments	
3-9	Establish classroom daily opportunities for students to practice automaticity targets (Letter recognition in K, reading accuracy fluency gr. 1-2, use of 10 weekly target new vocabulary words).	We will have campaigns on fluency (letter names, sight words, accuracy rate) with clear benchmarks, starting at the beginning of the year.	Core Multiple Measures, ORF,	

**District Strategy: Building CONDITIONS FOR ADULT PROFESSIONAL LEARNING**

<b>School Priority ("Big Rock"):</b>	Data-driven cycles accelerate student learning: Analyzing data, we are able to teach in a new way through a process of reflection and reteaching.
<b>School Theory of Change:</b>	If we routinely have strong Tier 1 instruction focusing on the design and delivery of student tasks and review student work to determine student learning, we will accelerate student learning.

<b>Related Goal(s):</b>	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.			
<b>Students to be served by these actions:</b>	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
4-1	Conduct Agressive Monitoring and share classwork progress with families weekly.	Establish family communications for weekly progress report using social media tech platforms	Classroom observations, weekly progress reports	
4-2	Provide student feedback within lessons and on a weekly basis, such as "Feedback Friday"	Professional learning time will provide training and monitoring of student work.	classroom schedules, classroom observations	
4-3	Meet weekly with grade level cohort	Weekly PLC time is protected	Weekly meeting, documentation of progress	ELL achievement needs to accelerate
4-4	Bring weeklys student work for focal students and use reflection to drive instructional shifts	Model Looking at Student Work protocol, teachers will lead cohort and document learning	classroom observations, student work progress	ELL achievement needs to accelerate
4-5	Teach using Language Dive and student engagement protocols across content areas.	Monitor ELL progress	Reclassification rate, ELL IAB and SRI	ELL achievement needs to accelerate
4-6	.20 FTE Early Literacy Coach and Early Literacy Lead Teacher supports teachers on coherent blend of foundational skills with and reading comprehension and writing instruction using EL Education and SIPPS.	Develop PLC, observation, and ILT schedules aligned to the available staffing, coverage, and supports. EEIP teachers provide instruction during classroom teacher release on Wednesdays for Professional Learning and collaboration.	SIPPS Mastery Tests, 2nd grade SRI, EL Curriculum EOM	ELL achievement needs to accelerate, 75% of students below standard in ELA and Math, lack of practice opportunities for speaking and writing, 50% in K new Letter Name by midyear, 20% 1st graders were at target fluency accuracy by midyear.

4-7	EEIP Teachers release classroom teachers for PLCs	Fund and organize aligned schedule	schedules, PLC agenda	ELL achievement needs to accelerate, 75% of students below standard in ELA and Math, lack of practice opportunities for speaking and writing, 50% in K new Letter Name by midyear, 20% 1st graders were at target fluency accuracy by midyear.
4-8	Engage with families for sharing of instructional practices, answer questions	Organize Parent Learning Walks each Trimester to support family engagement and teacher-family connections. Release teachers to participate in the reflection.	Schedule, Learning Walk Reflections	ELL achievement needs to accelerate, 75% of students below standard in ELA and Math, lack of practice opportunities for speaking and writing, 50% in K new Letter Name by midyear, 20% 1st graders were at target fluency accuracy by midyear.

**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS**

<b>School Priority ("Big Rock"):</b>	EL Reclassification
<b>School Theory of Change:</b>	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.
<b>Related Goal(s):</b>	English Learner students continuously develop their language, reaching English fluency in six years or less.
<b>Students to be served by these actions:</b>	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
5-1	To ensure students learn 10 new words weekly, develop vocabulary through direct instruction of word meanings, explicit teaching of words and word parts using EL curriculum in ALL block.	Articulate the need for ELL support throughout day and decide on 1 strategy per grade level to be consistent about. Provide a direct vocabulary instruction in integrated content units using vocabulary selected from complex text sets.	EL EOU Assessments, Writing assessments, Reclassification Rate	ELL achievement needs to accelerate

5-2	Use Language Dive ELD block in which students are producing oral and written language at least 50% of the block.	Incorporate SRI Cut off into trackers, Identify Reclassification target students in literacy growth tracker	student expressive language checklist, SRI & Reclassification Rate	ELL achievement needs to accelerate
5-3	Maintain consistent schedule so that 100% English Language Learners will be in daily designated ELD classes for at least 30 minutes. 100% of ELLs will have access to core content (in ELA, Math, Sci, Soc. Studies) through their teachers using high leverage ELL practices grounded in the ELA/ELD Framework (integrated ELD).	--Provide PD & instructional coaching via a Language & Literacy Coach. --Provide classroom walk thru data to inform next steps.	SRI & Reclassification Rate	ELL achievement needs to accelerate
5-4	Use "Unpacking Sentences" strategy in Integrated ELD and Sentence Patterning in Designated ELD to support close reading and written response to complex text.	Walkthroughs with ILT with language development lense	Writing responses, Reclassification Rate	ELL achievement needs to accelerate
5-5	Provide all teachers PD on content language objectives (CLOs). Provide opportunities for teachers to work together to identify the language demands in the content area standards and curriculum.	Run a PD cycle on CLO using California ELA/ELD Framework, including support of Keystone Pedagogies such as Sentence Unpacking and use of the Genre Cheat Sheets.	SRI & Reclassification Rate	ELL achievement needs to accelerate
5-6	Teach using Language Dive and student engagement protocols across content areas.	Principal/ILT will ensure that all instructional expectations are fully implemented through walk-throughs, schedule development, and other accountability structures. Provide for more extended collaborative planning time to study standards and curriculum and for strong implementation.	SRI & Reclassification Rate	ELL achievement needs to accelerate

5-7	Provide opportunities for teachers & ELs to meet for data chats & goal setting.	Use ELL snapshots and follow the ELL progress monitoring calendar to set goals and monitor data for ELL students.  Create formal celebrations for achievements, such as reclassification assemblies, medals or certificates for reclassification. Provide opportunities for teachers & parents to meet to discuss (parent conferences, parent nights, performances, etc).	SRI & Reclassification Rate	ELL achievement needs to accelerate
5-8	Work with families on the importance of reclassification and the gateways that students need on the college readiness pathway.	Fund Student-Family Connections Coordinator Make Video orientation of our school : practical academic, including SRI reclassification info	Reclassification rate	ELL achievement needs to accelerate
5-9	EEIP teacher will provide intervention for Newcomers and acceleration for LTEL ELLs.			

PROPOSED 2020-21 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 SPSA ACTION	BUDGET ACTION NUMBER
Contract with after school provider	\$114,449	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Provide pre-referral interventions, trauma-informed practice, and Tier 1 literacy strategies to provide universal access to all learners, with specific attention to Low-Income children.	181-1
School systems and Operations, attendance	\$18,885	General Purpose Discretionary	2220	Classified Support Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Engage with parents/guardians of homeless youth by providing support through school and district resources. Bilingual Admin Asst, Attendance Specialist, and Student Family Connections Coordinator work as a team to provide check in and support, including home visits.	181-2
School supplies	\$888	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	K-5 Teachers will teach CCSS aligned Eureka curriculum, backwards map by Topic to focus on major work of the grade.	181-3
Arts enrichment, mentoring, intervention to students during time that classroom teachers can meet for professional learning.	\$22,687	LCFF Concentration	1105	Certificated Teachers' Salaries	1562	Teacher Education Enhancement	0.20	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Professional learning time will provide training and monitoring of student work.	181-4
Teacher extended contract for work done outside of contract hours to plan, consult w/ colleague, participate in team meetings, conduct parent meetings, work on progress and report cards	\$21,151	LCFF Concentration	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Implement strategies from COST, SST, and/or Inclusion meetings that are in the teacher's locus of control	181-5
Provide release for weekly PLC, PD, coordination among faculty	\$18,885	LCFF Concentration	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers will use formative assessment of focal math standards to target small group instruction to meet students needs (with attention to low income, ELL, foster, and homeless students).	181-6
EL Education books, Eureka Math books for low income students	\$11,432	LCFF Concentration	4200	Books other than Textbooks	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	K-5 Teachers will teach CCSS aligned Eureka curriculum, backwards map by Topic to focus on major work of the grade.	181-7
Serve as Math teacher leader, assessment coordinator, DTL to generate targeted data and supports in MTSS designed to accelerate low income students, homeless, and /or foster youth.	\$11,536	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	2113	10-Month Classroom TSA	0.10	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Teachers will use formative assessment of focal math standards to target small group instruction to meet students needs (with attention to low income, ELL, foster, and homeless students).	181-8
EL Education coach for upper grades	\$50,719	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	3978	Teacher TSA 11 Month - 12 Pay	0.50	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	--Provide PD & instructional coaching via a Language & Literacy Coach. --Provide classroom walk thru data to inform next steps.	181-9
To support students who need extra support before and after school	\$1,007	LCFF Supplemental	2120	Classified Instructional Aide Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Implement strategies from COST, SST, and/or Inclusion meetings that are in the teacher's locus of control	181-10
Provide ELD, Math interventions for low-income, foster youth while providing release classroom teachers for collaboration	\$62,138	LCFF Supplemental	1105	Certificated Teachers' Salaries	7789	Teacher Education Enhancement	0.80	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Provide Math Interventions in Gr. 3-5. ILT establishes target students	181-11
EL Ed Coach for primary grades	\$25,789	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7790	TSA 10 Pay	0.20	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Explicitly teach 10 new vocabulary words per week. Use Language Dives and Protocols throughout the day.	181-12
EL Education books, Eureka Math books for low income students	\$3,000	LCFF Supplemental	4200	Books other than Textbooks	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Use Language Dive ELD block in which students are producing oral and written language at least 50% of the block.	181-13

Provide refreshments in after hours planning and coordination mtgs	\$2,200	LCCF Supplemental	4311	Meeting Refreshments	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Collaboratively plan and adjust math lesson to maintain pacing so that students will all have been taught the major work of the grade by end of year. Planning includes anticipated misconceptions, tasks at DOK 2+ based. an adequate time for students to integrate and practice new learning.	181-14
Contracts for MTSS Student Support Coordinator, Student-Family Connections Coordinator, and Leadership coaching and capacity building for increase achievement for students who are low income, who are ELLs, who are foster youth, and/or homeless.	\$14,514	LCCF Supplemental	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Implement strategies from COST, SST, and/or Inclusion meetings that are in the teacher's locus of control	181-15
Contracts for MTSS Student Leadership & Support Coordinator, Student-Family Connections Coordinator, and Leadership coaching and capacity building for increase achievement for students who are low income, who are ELLs, who are foster youth, and/or homeless.	\$86,403	LCCF Supplemental	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Collaboratively plan and adjust math lesson to maintain pacing so that students will all have been taught the major work of the grade by end of year. Planning includes anticipated misconceptions, tasks at DOK 2+ based. an adequate time for students to integrate and practice new learning.	181-16
Provide ELD, Math interventions for low-income, foster youth while providing release classroom teachers for collaboration	\$23,784	Title I: Basic	1105	Certificated Teachers' Salaries	7789	Teacher Education Enhancement	0.20	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Provide Math Interventions in Gr. 3-5. ILT establishes target students	181-17
Serve as Math teacher leader, assessment coordinator, DTL to generate targeted data and supports in MTSS designed to accelerate low income students, homeless, and /or foster youth.	\$80,755	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	2113	10-Month Classroom TSA	0.70	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Fund TSA to support curriculum, data systems and monitoring, ELL success in Literacy, and accelerate students through differentiation.	181-18
Release teachers for PLC, PD, planning weekly to accelerate low income students	\$6,182	Title I: Basic	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	K-5 Teachers will teach CCSS aligned Eureka curriculum, backwards map by Topic to focus on major work of the grade.	181-19
Teacher extended contract for work done outside of contract hours to plan, consult w/ colleague, participate in team meetings, conduct parent meetings, work on progress and report cards	\$16,315	Title I: Basic	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Model Looking at Student Work protocol, teachers will lead cohort and document learning	181-20
Workshop series for parents: materials	\$2,328	Title I: Parent Participation	4300	Materials & Supplies	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Immediately assess homeless students who arrive and provide COST referral so they can have wraparound monitoring.	181-21
Workshop series for parents: stipends for teacher leaders	\$2,628	Title I: Parent Participation	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Hold monthly and trimester classroom-based recognition ceremonies based on growth goals.	181-22
Carryover Allocation from 2019-20 budget	\$7,300	Title IV: Student Support & Academic Enrichment	4410	Equipment < \$5,000	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Use computer-based Topic quizzes in gr. 2-5 to help get quicker data from formative assessments to adjust instruction	181-23
Replenish chromebook inventory for students	\$7,275	Title IV: Student Support & Academic Enrichment	4410	Equipment < \$5,000	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Launch small groups by end of September	181-24





**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

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

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

### **EnCompass Academy**

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

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

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

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

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

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

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

## **OUSD Family Engagement Standard 2: Communication with Parents and Caregivers**

*Families and school staff engage in regular, two-way, meaningful communication about student learning.*

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved. We will present the plan at our Title 1 meeting in September.
- Post notices on campus, make Robocalls, send Talking Point

The school communicates to families about the school's Title I, Part A programs by:

- Title 1 Meeting presentation at the Annual Back in School Night
- Provide ample notice and translation into Spanish
- Post notices on campus, make Robocalls, send Talking Point

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

- Assessment results home for literacy, English fluency, SBAC tests
- We will present the plan in **September**. Translation, childcare, and ample notice is given. Dates are embedded into school's annual calendar.
- By end of September annually: Gather and disseminate to parents for review the following materials at the Annual Title I Meeting: School's current Parent Involvement Policy, school-parent compact, student achievement (state assessment results), non-highly qualified teacher.
- To do this: Share date of meeting with staff, meet w/ Student-Family Connections Coordinator to provide logistical support for program (childcare, food, clean up, attendance, outreach), meet with site data coordinator, provide presentation with year's information, establish raffle, train volunteers.

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Provide ample notice and translation into Spanish and English

## **OUSD Family Engagement Standard 3: Parent Volunteering Program**

*Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.*

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Provide bilingual English and Spanish training parents by Student-Family Connections Coordinator

#### **OUSD Family Engagement Standard 4: Learning at Home**

*Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.*

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- FasTalk for early literacy
- Common Core standards
- The State of California's 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 in the following committees:

- SSC
- SELLS
- District LCAP

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- Ample notice provided
- Childcare and food are always provided at SSC, SELLS meetings
- Academic workshops will be provided in a mix of morning events (after start of school), or to overlap with after school program dismissal to maximize attendance.
- Childcare is always provided
- Translation is always provided

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Review at Annual Title 1 Meeting
- Review in SSC Meeting
- We will present the plan and applicable materials at our annual Back In School Night by the end of September. Translation, childcare, and ample notice is given. Dates are embedded into school's annual calendar

- All fliers, conferences, and Robocalls are provided with translation

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, via:

- 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, Talking Points, FasTalk

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

- Share Academic Data at least 2 times/year to staff
- Conduct Professional Development on parent involvement, including listening to a parent panel.
- Student-Family Connections Consultant will remain an active member of the school leadership
- Inclusion parent meeting
- Parent engagement in Student Success Team, Student Attendance Review Team, Principal-Parent Chat

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

- Consultation with Student-Family Connections Coordinator
- We will present the plan and applicable materials in September. Translation, childcare, and ample notice is given. Dates are embedded into school's annual calendar.
- We use SSTs and SARTs to help educate parents regarding what it takes to have school success
- Faculty hold report conference in November and March report card conferences for ALL families
- Some teachers/staff conduct home visits.
- Update Site Plan revision process with SSC: Updates will consider changes in school demographic, Family Involvement support available, strategic emphasis of the school to accelerate achievement and to improve school climate based on new data.

### **OUSD Family Engagement Standard 6: Community Collaboration and Resources**

*Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.*

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, to encourage and support parents in more fully participating in the education of their children by:

- We will present the plan and applicable materials in September. Translation, childcare, and ample notice is given. Dates are embedded into school's annual calendar.
- We use SSTs and SARTs to help educate parents regarding what it takes to have school success
- Faculty hold report conference in November and March report card conferences for ALL families
- Some teachers/staff conduct home visits.
- Update Site Plan revision process with SSC: Updates will consider changes in school demographic, Family Involvement support available, strategic emphasis of the school to accelerate achievement and to improve school climate based on new data.
- Student-Family Connections Consultant will lead K2C colleague savings campaign
- FastTalk engages families in TK-1 to support early literacy achievement

#### **Adoption**

This policy was adopted by EnCompass Academy School Site Council on **10/15/19** and will be in effect for the period of August 12, 2019 through May 28, 2020.



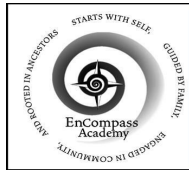
**Minh-Tram Nguyen, Principal**

**Date:** 10/15/19

*Please attach the School-Parent Compact to this document.*



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



**EnCompass Academy**  
Teaching to the Whole Child

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

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

### **EnCompass Academy**

### **2019-20**

*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 2019-20 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.**
  - Communicate clear expectations for performance to students, staff, family members
  - 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
  - Provide a safe, positive and healthy learning environment
  - Hold timely SSTs, IEPs, 504 Plan, SARTs for applicable students referred through COST process
  - 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.**
  - Faculty hold report conference in November and March report card conferences for all families
  - Family members will have translation support in Spanish as needed
  - 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.**

- 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 In School Night, Academic Workshops, Oakland Promise/College Readiness education, Report Card Conferences, Learning Showcase, Principal-Parent Chats
- 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 September.
- Post notices on campus, make Robocalls, send Talking Point

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

- Provide staff availability during instructional day for a scheduled meeting about child’s progress, if family member is unavailable to meet after school hours.
- Coordinate translation support as needed for parent-staff meetings
- Provide Talking Points as a means for teacher-parent text-based communication in family members’ home language
- “Request for meeting” forms in English and Spanish are readily available in the office and near classrooms family members to request a meeting with staff
- 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.**

- Meetings and presentations held in accessible and ADA-compliant facilities
- Provide translation services through site-based staff or district translation services as needed
- 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
- SSC and SELLS meetings held monthly and family members are given ample notice via fliers, Robocalls, Talking Points, FasTalk

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

- Provide translation services through site-based or district translation services as needed
- Provide parents with materials and training to help them work with their children to improve their children's achievement through FasTalk 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.**

- Provide annual staff training on community and family members from an asset-based lense
- Provide family Intake interviews for incoming TK-K students, and SSTs by family request or through COST process
- Conduct Professional Development on parent involvement, including listening to a parent panel.
- Student-Family Connections Consultant will remain an active member of the school leadership to provide coaching and support of staff and building systems for strong family partnerships
- Hold an Inclusion parent meeting to address unique needs students
- 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.**

- Opportunities for consultation with Student-Family Connections Coordinator
- Use SSTs and SARTs to help educate parents regarding what it takes to have school success



## **Parent/Family Member Responsibilities**

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

- Volunteer in my child's at least 3 hours per month for my child /children if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time.

### **ACADEMIC SUPPORT: Support your child to meet their reading and math target and to meet Student Responsibilities.**

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

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

**DRESS CODE:** I understand that my child must follow the EnCompass dress code every day (details in Family Handbook).

**BEFORE SCHOOL:** My child will: 1) **Arrive by 8:15am** if s/he eats **school breakfast** 2) **Line up by 8:40am** daily. Students not in line by **8:45am** pick-up will be considered tardy. 3) **Arrive** at school **NO EARLIER THAN 8:15 am** because supervision does not begin until that time. **TK-K must be supervised by adult family member or adult designee from 8:30-8:45 am** near their line up area; there is no school-provided supervision in these areas before school. **AFTER DISMISSAL:** My child will be picked up on time; the school is not responsible for supervising for my child 10 minutes after dismissal. Given that staff may not be on duty to supervise late pick up. Picking up my child more than 60 minutes late 3 times per grading period can result in a call to the Child Protective Services for child neglect. **TK-2 students must be signed out by adult family member or designee with written permission.** **EARLY PICK UP:** Students may only be picked up early for family emergencies such as a loved one who is hospitalized, or who has passed. Early pick up for a doctor's appointment will need to be verified if it is after the 3rd one per trimester. Doctor's appointments should be made for after school hours.

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

**SCHOOL EVENTS/MEETINGS:** Some school events are mandatory. These meetings include Back-In-School-Night, Report Card Conferences, and Learning Showcase. *When I can't be there, I will arrange for a caregiver to represent me. I understand that my child will be prepared to show*

*their learning at some of these events and will look forward to having a family member show interest or acknowledge their progress on these days.*

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

- *I will respond to messages from my child’s teacher.*
- *Follow-through with school recommended actions, and communicate my needs if I am having difficulty.*
- *Actively collaborate and communicate with teachers to meet my child’s learning needs. If I have a concern or question, I will first reach out to the teacher. Such actions will be welcomed by the teachers and not be used to count against my child.*
- *When on campus, model the EnCompass Academy Guiding Principles (in Family Handbook/ posted around the building).*
- *Communicate with the teacher if I have questions, comments, concerns, or need support to meet these commitments.*
- *Review this agreement with my child*

### **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.
- 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
- 2<sup>nd</sup> Offense =phone confiscated for 5 school days
- 3<sup>rd</sup> Offense= phone confiscated until end of year
- Limit my screen time at home to 2 hours per day.
- Exercise, drink at least 6 cups of water, and eat healthy fruits and vegetables every day.

This Compact was adopted by **EnCompass Academy** on **October 15, 2019**, and will be in effect for the period of **2019-20**.

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 **October 15, 2019**.

**Signature of Principal**

A handwritten signature in black ink, appearing to read "M. L. Tran Nguyen".

**Date: October 15, 2019**



**2019-2020**

**School Site Council Membership Roster – Elementary**

School Name: EnCompass Academy

Chairperson : Maya de La Cueva
Vice Chairperson: Delia Maciel Garcia
Secretary: Michele Lee

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Minh-Tram Nguyen	X			
Michele Lee ✓		X		
Crystal Childress ✓		X		
Sarah Vidmar ✓		X		
Dana Turner			X	
Justine McGrath				X
Wendy Carcamo				X
Delia Maciel Garcia				X
Sequence Young				X
Maya de la Cueva				X

Meeting Schedule (day/month/time)	<b>3rd Tuesday of each month 4:00-5:30pm</b>
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**SSC Legal Requirements (EC Sections 65000-65001):**

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

1 Principal  
3 Classroom Teachers  
1 Other Staff

**AND**

5 Parents/Community Members