

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Encompass Academy.

Background:

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

Discussion:

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

Fiscal Impact:

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

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

Recommendation:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Encompass Academy.



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: EnCompass Academy
CDS Code: 1612590102988
Principal: Minh-Tram Nguyen
Date of this revision: 6/5/2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal 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 District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT

Devin Dillon, Interim Superintendent

James Harris, Board President

2017-2018 Single Plan for Student Achievement Recommendations and Assurances

School Site: EnCompass Academy

Site Number: 181

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

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

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

Date(s) plan was approved: 4/24/17 Initial Approval, 5/15/17 Re-approved


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

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

Signatures:

Minh-Tram Nguyen

School Principal


Signature

5/15/2017

Date

Elide Villegas

Print name of SSC Chairperson

Signature

5/15/2017

Date

Monica Thomas

Network Superintendent



Signature

5/15/17

Date

Marcus Silvi

Coordinator, Office of Accountability Partners


Signature

5/25/17

Date

2017-18 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 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

[illegible]

2017-2018 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$53,012.48	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$180,721.63	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$98,109.86	TBD
After School Education and Safety Program ... ASES #6010	\$96,628.84	TBD
TOTAL:	\$428,472.81	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$48,830.85	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,635.28	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$50,466.13	\$0.00

PART A: ABOUT THE SCHOOL

School Description

At EnCompass Academy, we believe that education “Starts with Self, is Guided by Families, Engaged in Community, and Rooted in Ancestors.” Our 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.

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

LANGUAGE & LITERACY PRIORITY: Literacy

SCHOOL GOAL for Literacy:

SBAC ELA: Increase Proficiency by 10% from 21.4% (2015-16) to 31.4% (2016-17) overall. (This is higher than the minimum target set by OUSD below).

SCHOOL TARGETS for Literacy:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC ELA	All Students	21.60%	25.60%	29.60%

Other Leading Indicators for Literacy:

SRI, F & P, Written responses, Interim teacher-created benchmarks

NEEDS ASSESSMENT for Literacy:

STRENGTHS	CHALLENGES
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TK: We are higher than OUSD Early Literacy behaviors, Letter names, Letter sounds.

TK is exceeding OUSD and Network

F& P BENCHMARK in BOY:

Gr. 1:BOY 24% (2015-16) vs. 56% (2016-17)=32% growth when comparing BOY across 2 years. Our BOY this year of 56% is 7% away from where we were at EOY last year, which was at 63%.

SRI BENCHMARK ACROSS 2 years:

Gr. 3-5 BOY 12.8% (15-16) vs. 23.8% (16-17), nearly doubling. This is our best start in 5 years. *2nd graders didn't take it this year compared to last year.

Gr. 3-5 MOY 24.6% (15-16) vs. 32.9% (16-17)

Gr 5: BOY 12.9% (15-16) vs. 24.3% (16-17), 11.4% growth across 2 years at BOY

SRI BENCHMARK FALL TO WINTER 2016-17:

Gr. 3 (16-17) BOY 18% vs. MOY 29.4%, 11.4% growth from fall to winter

Gr. 4: (16-17) BOY 23.2% vs. MOY 30.9%, 7.7% growth from fall to winter

Gr. 5: (16-17) BOY 31.8% vs. MOY 38.7%, 6.9% growth from fall to winter

Gr. 3-5 (16-17) BOY 23.8% vs. MOY 32.9%, 9.1% growth from fall to winter

SRI students MULTIPLE YEARS BELOW ACROSS 2 YEARS:

Gr 3: BOY 83% (15-16) vs. 64% (16-17), over 28 % reduction across 2 years at BOY

Gr 4: BOY 62.5% (15-16) vs. 52.8% (16-17), reduction of almost 10% across 2 years at BOY

SRI students MULTIPLE YEARS FALL TO WINTER 2016-17:

Gr. 3:(2016-17) BOY 64% vs. MOY 47.1% , almost 17% reduction from fall to winter

Gr. 4: BOY (16-17) 52.8% vs. MOY (16-17) 43.6%, over 9% reduction from fall to winter

TK-K: Rhyming 52.4% TK, 40% K (OUSD is 56%);

SRI BEGINNING OF YEAR:

1. Gr. 3-5 had 82 students (56.5%) Multiple Years Below in SRI. However, 57% of these 82 were "Approaching to Above" in F & P reading assessment, or had slipped significantly in Lexile from EOY 2015-16. 18% of these were Special Ed students, 6% are being Assessed for IEP. SRI Fall 2016 Multiple Year Below by Grade:

2. Gr. 3 had 33 students MYB: 20 of these 3rd graders MYB had discrepancies between SRI Lexile and F & P status /growth, suggesting that instruction, testing conditions, or student motivation or emotional readiness impacted performance. 13 of these 3rd graders performed consistently between F &P and SRI showing multiple years below. 4 out of these 13 (31%) had an IEP or is being assessed for a learning disability.

3. Gr. 4 had 29 students MYB: 18 of these 4th graders MYB had discrepancies between SRI Lexile and F & P status /growth, suggesting that instruction, testing conditions, or student motivation or emotional readiness impacted performance. 7 students (or 39%) slipped 0-248 Lexile between end of year and BOY with the same ELA teacher who looped. 11 of these 4th graders performed consistently between F &P and SRI showing multiple years below. 8 out of these 11 (72%) had an IEP or is being assessed for a learning disability.

4. Gr. 5 had 23 students at MYB: 14 of these 5th graders MYB had discrepancies between SRI Lexile and F & P status /growth, suggesting that instruction, testing conditions, or student motivation or emotional readiness impacted performance. 2 (or 14%) slipped 26-56 L between EOY and BOY. 9 of these 5th graders performed consistently between F &P and SRI showing Multiple Years Below. 7 out of these 9 (78%) had an IEP or is being assessed for a learning disability. *52.3% were in MYB in Fall, and 50.1% were in MYB in MOY (16-17).

(16-17) MIDDLE OF YEAR =47.1% Multiple years below

ROOT CAUSE ANALYSIS

(+)TK is teaching SEEDS daily Vocab, Rhyming, Letter Recogniton, Letter Sounds.
(+) Reaping benefits of TK program, with more students coming to K stronger.
(+) Due to experience, Ms. Insixiengmay, Ms. Jones knows curriculum and benchmark of where the kids ought to be doing
(+) Lots of academic independence expected
(-) SIPPS works for most of K, doesn't work for others.

SRI (+) We later in Fall this year than in previous years.

SRI (+) Gr. 3-4: (+) Teacher consistency=3rd Gr. classes were looped from 2nd, Gr. 4 ELA teacher looped from 3rd.

SRI (+) Teachers know where ELA curriculum more and paying more attention to standards and not just teaching curriculum

SRI (+) PD provided on Text Complexity and PD strand on close reading.

SRI (-): ELA Curriculum for reading and writing isn't concise enough on standards.

SRI (-) We did not prepare students for SRI importance schoolwide and left it up to individual classroom teacher for framing. We should consider impact of whole group assessment causing distraction.

MATHEMATICS PRIORITY: STEM/STEAM

SCHOOL GOAL for STEM/STEAM:

SBAC Math: Increase proficiency (gr. 3-5) by 10% from 17.1% (2015-16) to 27% (2016-17) overall (this is higher than the minimum target set by OUSD below).

SCHOOL TARGETS for STEM/STEAM:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	All Students	16.87%	20.43%	24.00%

Other Leading Indicators for STEM/STEAM:

SMI, STMATH, End of Unit/Module assessments

NEEDS ASSESSMENT for STEM/STEAM:

STRENGTHS	CHALLENGES
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Gr 4: BOY (15-16) vs. (16-17), growth across 2 years at BOY Gr. 4:MOY (15-16) vs. (16-17), 11% growth across 2 years at BOY	SMI BOY: 4th grade: this group ended higher at end of 3rd grade and maybe why are they performing below others. 15 students 1 year below 4th gr, 13 students at 1 year below in 5th; 18 students Multiple Years Below (MYB) 4th grade, 16 students at MYB in 5th
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ROOT CAUSE ANALYSIS
Our roll out of Eureka Math gr. 2-5 this year and students are rising to the higher expectations. Teachers are teaching Math block consistently for 60-90 minutes per day. Over 80% of K-1 cohort at EOY was At/Above in OUSD End of Unit assessments, setting them up for success upon arrival at the next grade. Our Extended Day for Gr. 3-5 has enabled students more time to work on STMath. We have built a culture for math excitement: celebrate STMath and XtraMath achievement at Community Meeting Monthly, give JiJi postcards to each student with 10% growth on syllabus, provide weekly STMath progress report in Staff Bulletin. Our infrastructure, with the support of our Blended Learning Assistant and TSA, has enabled an early start to the program implementation. Our FBB math students in SBAC (current gr. 4-5) are using STMath intervention pilot.

CULTURE & CLIMATE PRIORITY:	EL Reclassification
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SCHOOL GOAL for EL Reclassification:

ELL Reclassification Rate Growth: Increase by 5% (vs. 4% growth between 2015-16 and 2016-17). Therefore. ELL Reclassification status will move from 19% (2015-16 to 24% (2016-17). (This is higher than the minimum target set by OUSD below).
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SCHOOL TARGETS for EL Reclassification:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
EL Reclassification	English Learners	19.20%	22.20%	25.20%

Other Leading Indicators for EL Reclassification:

SRI or F&P, teacher recommendation, ELL Progress Monitoring Dashboard

NEEDS ASSESSMENT for EL Reclassification:

STRENGTHS	CHALLENGES
Our ELL population in gr. 2-5 is about 1/3 across 3 groups: 32.2% ReClas, 31% (27) EL-Prg, 35.5% (31) EL-AR; Our Reclassification rate in 2015-16 was 19.2%.	44.8% (39/87) Gr. 2-5 ELLs are Multiple Years Below in SRI at BOY We don't teach integrated ELD and need to build skillset in that area. Teachers are learning the language features in texts to them help students access in their reading and writing. Rigor: teachers are focused on scaffolding. Doing the thinking for the students.

ROOT CAUSE ANALYSIS

ELLs give up quickly when stuck on vocabulary and being asked to infer. Direct and explicit vocabulary instruction is not implemented yet fully in all Gr. 2-5 classes. Per research, if we can teach new words at a rate of eight to ten words per week for 37 weeks, about 300 words per year can be taught through direct instruction. We had no goal in Vocabulary acquisition.

We were not clear about what we can or should expect for students in terms of breaking apart complex text at varying degree of language levels. Scaffolds are being left in instructions, and aren't being removed.

We have not given families the tools, resources and skills they need to understand Reclassification process and support reading at home.

FAMILY & STUDENT ENGAGEMENT PRIORITY: Family Engagement

SCHOOL GOAL for Family Engagement:

Hold 6 Parent Cafes to involve 70 parent/guardians to bring protective factors to strengthen families through Parent Resilience, Knowledge of Parenting and Child Development, Social and Emotional Competence of Children, Social Connections, provide Concrete Support in Times of Need. Train 5 leaders to host Parent Cafe. Hold 30 minute Teacher-led Parent Workshop 4x times per year to share reading, math, or ELL reclassification strategies to reinforce.

SCHOOL TARGETS for Family Engagement:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Number of Parent Cafés	Low-Income Students	n/a	n/a	600.00%

Other Leading Indicators for Family Engagement:

Event attendance sign-in, Event feedback /evaluation form collected at beginning of workshop and at end of workshop

NEEDS ASSESSMENT for Family Engagement:

STRENGTHS	CHALLENGES
SPF for Indicators are Green for Parent Survey. ELL Reclassification score at 19%.	Chronic Absence was 13%.

ROOT CAUSE ANALYSIS

Staff goes extra mile to help parents and students, engaging in diverse ways to teach and willingness to try new ways on reaching young people and bringing a vibrant feel. Parent leaders identify feeling a part of our community that there is a strong community. Children know each other across grades, and strong partnerships help children to develop in academics and beyond. Parents see students enjoying their educational experience which includes writing, art and movement, exercise, computer use. There is appreciation for the learning environment being very clean, classroom ambience and environment lots of light and clean, emphasis on healthy food. Students are learning in different ways, not just the traditional sitting in front of teacher, with peers working together and sometimes leading, showing their learning through whiteboards. There is a continuum and network of caring adults including support staff. Use of the Toolbox Project and Inclusion strategies support children with Special needs.

ROOT CAUSE ANALYSIS

PART C: THEORY OF ACTION

SCHOOL THEORY OF ACTION for Literacy:	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.
SCHOOL THEORY OF ACTION for STEM/STEAM:	If teachers design and deliver, and progress monitor well-paced lessons using academic discussion routines, anticipate misconceptions based on student schemas, and progress monitor student success on DOK 2+ tasks based on the major work of the grade, then we will accelerate STEAM success for Low Income and ELL students.
SCHOOL THEORY OF ACTION for EL Reclassification:	If consistent designated and integrated ELD instruction enhance content learning through discussion-worthy prompts and academic routines (4-corners, Unpacking Sentences) alongside systematic vocabulary instruction, we will meet our ELL Reclassification goals.
SCHOOL THEORY OF ACTION for Family Engagement:	If we have a series of workshops Oct-Nov to develop academic and social emotional strategies parents can use, we will set a strong foundation for home-school partnership for the year to gain academic success for students.

PART D: 17-18 STRATEGIES & KEY PRACTICES

Improvement Strategy #1:	Provide PD that support teachers to design and deliver well-paced lessons using academic discussion routines that anticipate misconceptions, communicate to students Learning Intentions and Success Criteria through checklist/rubric/graphic organizer to compare/contrast.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
1-1	Provide all students (with attention to low income, ELL, foster, and homeless students), with multiple reads and close reading practice.	Schedule Learning Walk and debrief cycle	Analyze underperforming SRI students with F & P
1-2	Provide explicit Vocabulary instruction (Wordly Wise), and context clues, inferencing	Conduct observation and feedback cycles	STIP sub serves as Blended Learning Assistant to support blended learning program.
1-3	Take apart the test to think about the kinds of questions, and types of answers, multiple readings	Provide expected classroom Look-Fors in week following PD and provide feedback loop	Print out SRI reports, conduct error analysis and meet with target students
1-4	Teach Reader's Wksp engage in close reading practices regularly	Work with ANet Coach to build capacity for leading adult learning in CCSS	SRI Administration: give 2nd grade SRI for January, then March
1-5	Implement Reading Wkshp for sustained reading applying strategies internalized by students	Set expectations and calendar for A1-A3 Interim Assessments and Reteach cycles	Feedback to parents on data discrepancy, give letter about what is happening what they can do about it
1-6	Use Text Dependent Questions in Shared Reading/Interactive Read Aloud at least 4x/week	Release time for teachers to analyze data, and participate in data conference.	
1-7	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.
1-8	Create their post-data reflection differentiated action plan for all of the tiers	Recognize reading growth in Community Meeting and Advanced mastery in Honor's Night	Set a time for parents to come and set up an event for SRI MYB students
1-9	set and communicate specific goals for students throughout the year using data goal sheet		STIP sub serves supports student goal setting and monitoring.
1-10	Accountability with Independent Reading and students showing thinking connected to purposeful comprehension/skill/strategy	ITL will provide acceleration small group for students.	Early Literacy Coach K-2
1-11	provide pre-referral interventions and Tier 1 literacy strategies to provide universal access to all learners		Fund TSA to support curriculum, data systems and monitoring, ELL success in Literacy, and accelerate students through differentiation.
1-12	Provide Writing Response as exit ticket daily, using supplemental curricula to support (Standards Plus, Reading with Relevance)	ITL will provide acceleration small group for students.	Reading Partners: K-2

1-13	Know characteristics in Annotated Writing Exemplar for 3 genres and share with students accordingly. Use for student written responses to TDQ in independent tasks.		Provide PD strand on Lesson Design
1-14	Teachers will use the evidence / elaboration strand of grade level writing rubrics to analyze informational mentor texts and model strong use of evidence	All ILT members will be able to lead a PLC meeting in which teachers plan to use SBAC writing rubric in an informational writing lesson	PLC Cycle for Reading and Writing
1-15	Teachers teacher will model and guide students to use textual evidence to make inferences about text (through shared and guided reading)		PLC Cycle for Reading and Writing

Improvement Strategy #2:	STEAM-Teachers design and deliver well-paced lessons that anticipate misconceptions, communicate to students Content-Language-Social Learning Intentions and Success Criteria, and monitor students on DOK 2+ tasks based on the major work of the grade.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
2-1	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).	Redistribute staff time to support Math Intervention in Gr. 4-5	ILT establishes target students
2-2	K-5 Teachers will teach CCSS aligned Eureka Math curriculum	Provide expected classroom Look-Fors in week following PD and provide feedback loop	Fund TSA to support curriculum, data systems and monitoring, ELL success in STEAM, and accelerate students through differentiation.
2-3	Teach PLC lessons refined from data analysis of student work	Procure time and resources for Math PLC cycles	Hold 4 PLC cycles that are math based on Wednesdays
2-4	Develop a deep understanding of grade level standards and their associated learning progressions by engaging in shared reading of standards and progressions at grade level and across grades	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.
2-5	Keep to pacing of modules and teach 60-90 minutes of math (which includes Eureka+STMath rotations)	Provide Instructional calendar template w/ suggested pacing based on Eureka curriculum overlayed w/ school minimum days and non-student days.	Establish planning time for Instructional pacing calendar to cover Modules and assessments, and time to score and analyze

2-6	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 drop in regularly during 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, including partial release and/or special minimum days during the year
2-7	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. 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.
2-8	Teachers plan Content and Language Objectives for Science/Integrated ELD Lessons. Teachers teach Integrated ELD in Science, using language supports in the SIRA to ensure acceleration of language and science learning.	Observe classrooms and monitor PLCs and other grade-level planning to ensure teachers engage in formative assessment on a daily basis and at several levels (observing students working and analyzing student work). Ensure formative assessment is a schoolwide norm.	Allocate the necessary time for grade level PLC's to complete this work
2-9	Teachers use the RAP to look at evidence-based writing in Science Notebooks in PLCs at least twice per trimester	Collect and monitor SIRA progress in tracker and provide time for data analysis	Provide PD on Science Notebooking and using the Reflective Assessment Protocol (RAP)
2-10	Science/Science & Literacy is scheduled at least three times per week (30-45 minute sessions in grades K-2; 45-60 minute sessions in 3-5)	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)
2-11	Teachers K-5 collaboratively plan for full 30 session SIRA units each trimester in PLCs.	Collect and review trimester science plans to ensure teachers plan for full SIRA units.	Ensure common planning time for grade levels in science
2-12	Teachers K-5 utilize Science Notebooks in their regular science instruction.	Contact Science Department to schedule PD on Science Notebooking and Writing in Science.	Purchase composition books for all students, all grades.
2-13	Students engage in academic discussions to make meaning of science investigations and to prepare them for writing conclusions in Science Notebooks.	Contact Science Department or Lead Science Teacher to schedule PD on academic discussions and science writing.	
2-14	Teachers K-5 conduct Shared Reading of FOSS texts every week, after hands-on investigation. Students create revised conclusions using new evidence from the text.	Conduct Learning Walks to look for Shared Reading of grade-level complex texts and revised conclusions at least once per trimester. Contact Science Department for Science Learning Walk support.	Ensure all classrooms have FOSS reading materials (big books and readers from FOSS kit in grades K-2; textbooks in grades 3-5) and all 3 FOSS teacher guides for every teacher.

2-15	Teachers will create and maintain science Word Walls and bulletin boards.	Conduct learning walks each trimester to look for evidence of current science learning. Contact Science Department for PD on Interactive Word Walls.	Ensure all classrooms have designated wall space for science.
2-16		Allocation resources for staffing of Extended Day (3-5	Extend Learning Time for gr. 3-5 for Math development

Improvement Strategy #3:	Increase ELL Reclassification through Designated ELD lessons and Integrated ELD with academic discussion-worthy prompts, direct vocabulary instruction so students learn 10 new words weekly, and writing applications connected to reading.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
3-1	To ensure students learn 10 new words weekly, develop vocabulary through direct instruction of word meanings, discussions about words and word parts.	Articulate the need for ELL support throughout day and decide on 1 strategy on grade level to be consistent about.	Provide a direct vocabulary program online program Gr. 2-5.
3-2	Develop vocabulary through wide and close reading.	Recognize students in monthly for meeting Vocabulary acquisition goals	Goal setting conference for target kids on Reclassification cusp- Add to Growth tracking sheet
3-3	Designated ELD block should include 50% students producing oral and written language. Use Discussion4Learning as supplemental curriculum 2-5.		Incorporate SRI Cut off into trackers, Identify Reclassification target students in literacy growth tracker
3-4	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.	--Facilitate staff attendance at ELLMA-sponsored PD in June or August 2017 --Provide PD & instructional coaching. --Provide classroom walk thru data to inform next steps.	Review w/ ILT Essential Practices for ELL Achievement, Embedded Supports for ELLs in Reading Wkshop and determine how we can share this in PD
3-5	Use "Unpacking Sentences" strategy in Designated and Integrated ELD to support close reading and written response to complex text.	Fund Student-Family Connections Coordinator	Make Video orientation of our school : practical academic, including SRI reclassification info

3-6	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 4-session PD cycle on using strategies from these documents.	Engage with ELLMA to support PD in the 2014 California ELA/ELD Framework, including support of Keystone Pedagogies such as Sentence Unpacking and use of the Genre Cheat Sheets.
3-7	Provide PD on ELD Standards. Provide learner stance for teachers to feel comfortable taking risks. Provide or purchase bound 2012 ELD Standards for all teachers.	Principal/ILT will ensure that all instructional expectations are fully implemented through walk-throughs, schedule development, and other accountability structures.	Engage with ELLMA to support PD in Student Talk Basics to leverage talk opportunities in support of literacy and language development. Use the Academic Discussion Continuum of Teacher Practice.
3-8	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).
3-9	Provide culturally relevant strategies in lesson delivery and culture building.	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.
3-10		Fund bilingual Clerk to support communication with Spanish speaking families.	
3-11		Pay for clerical summer time work to prepare for strong fall start.	
3-12			Partner with Oakland Leaf and Girls Inc to provide extended learning support in literacy, social emotional literacy.

Improvement Strategy #4:	Provide a series of workshops Oct-Nov to develop academic and social emotional strategies parents can use for the year to gain academic success for students.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
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4-1	Lead a series of Academic workshops for parents in Oct-Nov Fridays before Parent Cafe.	Coordinate for teachers to prep Academic workshops	Hold a series of Parent Cafes following Academic workshops for parents led by teachers.
4-2	TK, K teachers host visiting families	Coordinate schedules to support holding outreach event to incoming TK and K families.	Parent leaders will outreach and provide a PK transition workshop to elementary school.
4-3	Immediately assess homeless /foster students who arrive and provide COST referral so they can have wraparound monitoring	Engage with parents/guardians of homeless youth by providing support through school and district resources.	Office Team, Student Family Connections Coordinator provide check in and support through Parent Cafe participation and 1:1 participation.

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

Foster Youth Program

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

Refugee & Asylee Program

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

McKinney-Vento Program

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

PROPOSED 2017-18 BUDGET
Site Number:
181
School:
EnCompass Academy

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$96,628.84	After School Education & Safety (ASES)	Contract with afterschool provider.	Allocation resources for staffing of Extended Day (3-5)	A1.6: After School Programs	5825				181-1
\$4,761.00	General Purpose Discretionary	Computer Supplies	STIP sub serves as Blended Learning Assistant to support blended learning program.	A3.1: Blended Learning	4315				181-2
\$3,800.00	General Purpose Discretionary	Facility rentals	Create a yearlong Professional Learning calendar that includes regularly scheduled teacher collaboration around mathematics.	A2.5: Teacher Professional Development for CCSS & NGSS	5624				181-3
\$3,500.00	General Purpose Discretionary	Clerical extra time	Pay for clerical summer time work to prepare for strong fall start.	A5.4: Root Causes of Chronic Absence	2222				181-4
\$2,000.00	General Purpose Discretionary	Classified Sub	Pay for clerical summer time work to prepare for strong fall start.	A5.4: Root Causes of Chronic Absence	2250				181-5
\$4,000.00	General Purpose Discretionary	Clerical Overtime	Pay for clerical summer time work to prepare for strong fall start.	A5.4: Root Causes of Chronic Absence	2425				181-6
\$21,434.03	General Purpose Discretionary	Refreshments	Provide students with multiple reads and close reading practice	A3.4: Teacher Professional Development focused on Literacy	4311				181-7
\$5,000.00	General Purpose Discretionary	Copier	Provide students with multiple reads and close reading practice	A5.1: School Culture & Climate (Safe & Supportive Schools)	5610				181-8
\$8,517.45	General Purpose Discretionary	Specialist Attendance	Coordinatate schedules to support holding outreach event to incoming TK and K families.	A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff		SPECIALIST, ATTENDANCE	SPECAT0012	0.20	181-9
\$18,539.84	LCFF Concentration	EEIP; Teacher collaboration and PL	Allocate the necessary time for grade level PLC's to complete this work	A4.4: Teacher Professional Development focused on English Learners	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0108	0.20	181-10
\$58,968.75	LCFF Concentration	TSA	Fund TSA to support curriculum, data systems and monitoring, ELL success in Literacy, and accelerate students through differentiation.	A4.1: English Learner Reclassification	1105	10 MONTH CLASSROOM TSA	C10TSA0031	0.60	181-11
\$8,500.00	LCFF Concentration	Stipends to support intruactional planning in support of ELLs	Teachers will use the evidence / elaboration strand of grade level writing rubrics to analyze informational mentor texts and model strong use of evidence	A4.4: Teacher Professional Development focused on English Learners	1120				181-12
\$12,101.27	LCFF Concentration	Surplus for ITL	Increase ELL Reclassification through Designated ELD lessons and Integrated ELD with academic discussion-worthy prompts, direct vocabulary instruction so students learn 10 new words weekly, and writing applications connected to reading.	A2.5: Teacher Professional Development for CCSS & NGSS [1]	4399				181-13

\$52,000.00	LCFF Supplemental	Family Engagement Coordinator	Fund Student-Family Connections Coordinator	A3.3: Family Engagement focused on Literacy Development	5825				181-14
\$9,269.92	LCFF Supplemental	EEIP; Teacher collaboration and PL	Create their post-data reflection differentiated action plan for all of the tiers	A4.4: Teacher Professional Development focused on English Learners	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0108	0.10	181-15
\$44,519.36	LCFF Supplemental	STIP	STIP sub serves as Blended Learning Assistant to support blended learning program.	A3.1: Blended Learning	1105	TEACHER STIP	TCSTIP0654	1.00	181-16
\$3,500.00	LCFF Supplemental	Substitutes to support professional learning in support of ELLs	Create their post-data reflection differentiated action plan for all of the tiers	A4.4: Teacher Professional Development focused on English Learners	1150				181-17
\$7,500.00	LCFF Supplemental	SEL Mentor	SEL Conversation and goal setting	A2.2: Social Emotional Learning	5825				181-18
\$25,000.00	LCFF Supplemental	Achievement Network	Work with ANet Coach to build capacity for leading adult learning in CCSS	A4.4: Teacher Professional Development focused on English Learners	5825				181-19
\$25,000.00	LCFF Supplemental	Reading Partners	Reading Partners: K-2	A3.2: Reading Intervention	5825				181-20
\$13,932.35	LCFF Supplemental	Supplementary and intervention instructional materials for mathematics and/or science learning	K-5 Teachers will teach CCSS aligned Eureka Math curriculum	A2.3: Standards-Aligned Learning Materials	5826				181-21
\$5,000.00	Measure G: TGDS	Stipend for Alternate Observers	Conduct observation and feedback cycles	A2.6: Teacher Evaluation	1120				181-22
\$14,363.15	Measure G: TGDS	Surplus for ITL	Conduct observation and feedback cycles	A2.5: Teacher Professional Development for CCSS & NGSS [2]	4399				181-23
\$4,100.00	Supplemental Program Investment	Teacher Extended Contracts	Conduct observation and feedback cycles	A2.6: Teacher Evaluation	1120				181-24
\$8,000.00	Supplemental Program Investment	Instructional support extended contracts	Data systems are in place so teachers and Instructional Support staff can establish MTSS targets early.	A2.5: Teacher Professional Development for CCSS & NGSS	2122				181-25
\$15,134.32	Supplemental Program Investment	Licensing agreements for software to support academic acceleration	STIP sub serves as Blended Learning Assistant to support blended learning program.	A3.1: Blended Learning	5846				181-26
\$39,312.50	Title I Basic	TSA	Fund TSA to support curriculum, data systems and monitoring, ELL success in STEAM, and accelerate students through differentiation.	A2.8: Data & Assessment	1105	10 MONTH CLASSROOM TSA	C10TSA0031	0.40	181-27
\$9,518.35	Title I Basic	Surplus to be used for stipends	Lead a series of Academic workshops for parents in Oct-Nov .	A2.10: Extended Time for Teachers	4399				181-28
\$1,635.28	Title I Parent Participation	Surplus to be used for supplies	Hold a series of Parent Cafes following Academic workshops for parents led by teachers.	A6.5: Academic Parent-Teacher Communication & Workshops	4399				181-29

[1] Listed in Budget Development Worksheet as LCAP 1.3 (A-G Completion), which is incorrect.

[2] Listed in Budget Development Worksheet as LCAP 1.3 (A-G Completion), which is incorrect.



Teaching to the Whole Child

Student & Family Compact with School

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

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

Student Signature _____ My Teacher _____ Grade _____

Parent/Guardian Name _____

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

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

ACADEMIC SUPPORT

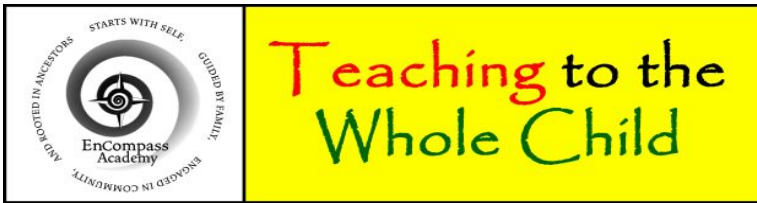
SPEAKING! READING! Support your child to meet their reading and math target and to meet Student Responsibilities.

Expect my child to speak and respond to questions in complete sentences in whatever language they choose.

Talk to my child at least 10 minutes every day about what they are learning in school and about things on their mind.

Read to, read with, or listen to my child read a text at their level, in any language. Share time looking for things we each want to read at the library. Books on tape are good for TK-1.

Parent/Guardian initial _____



Student & Family Compact with School

HOMEWORK creates opportunities for students to:

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

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

Daily check their backpacks thoroughly. Look for school/teacher notices and Student Planner (grades 3-5)

Ensure that my child has a quiet and well-lit space for studying.

Call or write to my child's teacher with questions, comments, or concerns

Help quiz them to memorize math facts, new vocabulary meanings, high-frequency words, or important concepts.

Parent/Guardian initial _____

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

Parent/Guardian initial _____

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

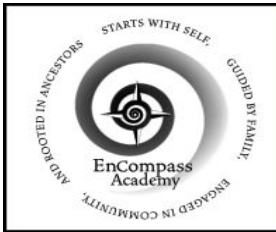
Parent/Guardian initial _____

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

Parent/Guardian initial _____

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

Parent/Guardian initial _____



Teaching to the Whole Child

Student & Family Compact with School

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

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

Parent/Guardian initial _____

ITEMS NOT ALLOWED ON CAMPUS:

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

Parent/Guardian initial _____

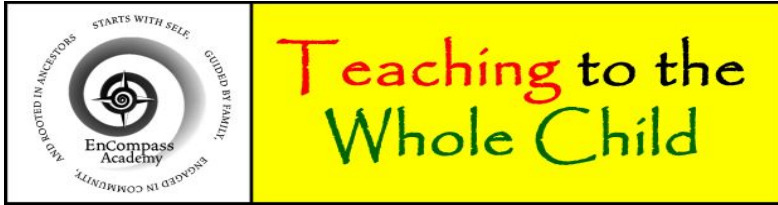
CELL PHONES AND PORTABLE ELECTRONICS: Children can make and receive emergency calls from the office and may not use cell phones during school hours. If students must bring a CELL PHONE to school, pre-approval by teacher or principal is required. If so, student must leave it with their teacher or with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

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

Parent/Guardian initial _____

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

Parent/Guardian initial _____



Student & Family Compact with School

COMMUNICATION AND SCHOOL SUPPORT

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

I will be compassionate about how hard teachers work and will respond to messages from my child’s teacher.

- *I usually: Call back the same day ____ Call back by the next day ____ Come by the school ____*

Follow-through with school recommended actions, and communicate my needs if I am having difficulty.

Actively collaborate and communicate with teachers to meet my child’s learning needs. If I have a concern or question,

I will first reach out to the teacher. Such actions will be welcomed by the teachers and not be used to count against my child.

When on campus, model the EnCompass Academy Guiding Principles (in Family Handbook/ posted around the building).

Communicate with the teacher if I have questions, comments, concerns, or need support to meet these commitments.

Review this agreement with my child

Donate on average \$5 dollars a week toward the Classroom Fund (\$5 per family, not per child) if I can.

Volunteer at least 3 hours per month for my child /children (3 hrs/ family, not per child). I will fill out the Parent Interest/Needs survey.

Parent/Guardian initial ____

School Site Council Membership Roster – Elementary

School Name: EnCompass Academy

School Year: 2016-2017

Chairperson : Elide Villegas	Vice Chairperson: Dayanara Carrillo
Secretary: Mayra Alvarado	*LCAP Parent Advisory Nominee: Valezka Silva
*LCAP EL Parent Advisory Nominee: Elide Villegas	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Minh-Tram Nguyen	X			
Jamie Strong		X		
Trina Jones /		X		
Mayra Alvarado		X		
Valezka Silva			X	
Elide Villegas				X
Latoya Royston				X
Cecilia Martinez				X
Dayanara Carrillo				X
Veronica Ramirez				X

Meeting Schedule (day/month/time)	4th Monday each Month at 4:30-6:00pm in building C Room C-12
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SSC Legal Requirements: (Ed. Code 52852)

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

1-Principal
3-Classroom Teachers
1-Other Staff
And
5-Parent /Community

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

***Please submit nominees' contact information to raquel.jimenez@ousd.k12.ca.us for participation in district elections.**

Title I School Parental Involvement Policy 2016 - 2017

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

Involvement of Parents in the Title I Program

EnCompass Academy agrees to implement the following statutory requirements:

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

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

1. Translate into Spanish
2. Provide Family Handbook for distribution
3. Share with SSC/ELAC for revision during Site Plan revision process
4. Post in halls, library and at parent bulletin board
5. Make Robocalls and Talking Points communications

Offer a flexible number of meetings for parents.

5. Family Engagement Meetings will be provided in a mix of morning events (after start of school), or to overlap with after school program dismissal to maximize attendance.
 6. Childcare is always provided
 7. Translation is always provided
- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
 1. By end of Fall Trimester 1 annually: Gather and disseminate to parents for review the following materials at the Annual Title I Meeting: School's current Parent Involvement Policy and School-Parent compact.
 2. To do this: Share date of meeting with staff, meet w/ Student-Family Connections Consultant to provide logistical support for program (childcare, food, clean up, attendance, outreach), meet with site data coordinator, update Powerpoint Presentation with year's information, establish raffle, train volunteers.

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

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

School-Parent Compact

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

Building Parent Capacity for Involvement

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

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - 1) The Common Core standards
 - 2) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 - 3) Academic proficiency levels students are expected to achieve
 - 4) How to monitor their child's progress
- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
 - We will present the plan and applicable materials at our annual Back In School Night at the end of September. Translation, childcare, and ample notice is given. Dates are embedded into school's annual calendar.
 - We use SSTs and SARTs to help educate parents regarding what it takes to have school success
 - Faculty hold report conference in December and March report card conferences for ALL families
 - Some teachers conduct home visits, some with principal present.
 - Update Site Plan revision process with SSC: Updates will consider changes in school demographic, Family Involvement support available, strategic emphasis of the school to accelerate achievement and to improve school climate based on new data.
 - Kinder Intake interview in June provides an opportunity for families to receive information to prepare their child for Kinder in the Fall.
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
 - Share Academic Data at least 2 times/year to staff
 - Conduct Professional Development on parent involvement, including listening to a parent panel.
 -
- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.
 - Parent Cafe series support building parent and family resiliency
 - Principal-Parent Chats monthly provide consistent structure for engagement between parents and principal
 - Parent Workshops on topics about school program that parents have identified at Title I Meeting
- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
 - We will present the plan and applicable materials at our annual Title I meeting in Trimester I after our first series of academic benchmark data is complete.
 - Translation, childcare, and ample notice is given. Dates are embedded into school's annual calendar
 - All fliers, conferences, Robocalls, and Talking Points are provided with translation
- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.
 - All fliers, conferences, and Robocalls are provided with translation

Accessibility

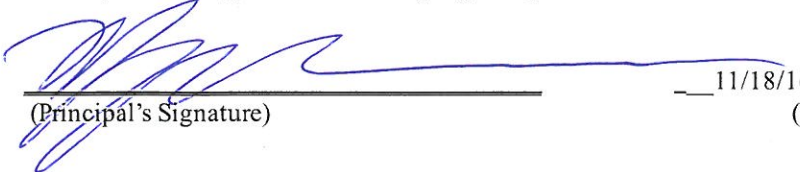
- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

1. All fliers, conferences, and Robocalls are provided with translation
2. Location of meeting will be held in a handicap-accessible location

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the (EnCompass Academy) School Site Council on 11/18/16 and will be in effect for the 2016-17 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. *EnCompass Academy*'s notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.



(Principal's Signature)

____ 11/18/16 ____
(Date)