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Board Cover Memorandum

To Board of Education

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

Meeting Date August 14, 2024

Subject 2024-2025 School Plan for Student Achievement (SPSA) for EnCompass Academy

Ask of the Board Approval by the Board of Education of the 2024-2025 School Plan for Student Achievement (SPSA) for EnCompass Academy.

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

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

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

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

Attachment(s)

- 2024-2025 School Plan for Student Achievement (SPSA) for EnCompass Academy



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

2024-25 School Plan for Student Achievement (SPSA)

School: EnCompass Academy
CDS Code: 1612590102988
Principal: Minh-Tram Nguyen
Date of this revision: 4/24/2024

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

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

Contact: Minh-Tram Nguyen

Position: Principal

Address: 1025 81st Avenue
Oakland, CA 94621

Telephone: 510-639-3350

Email: tram.nguyen@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/24/2024

The District Governing Board approved this revision of the SPSA on: 8/14/2024

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Benjamin "Sam" Davis, Board President

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: EnCompass Academy

Site Number: 181

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> California Community Schools Partnership Program |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental | <input type="checkbox"/> |

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





1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 6500.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 4/24/24

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

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

Signatures:

Minh-Tram Nguyen <hr style="border: 0.5px solid black;"/> <i>Principal</i>	 <hr style="border: 0.5px solid black;"/> Signature	4/24/2024 <hr style="border: 0.5px solid black;"/> Date
Justine McGrath <hr style="border: 0.5px solid black;"/> <i>SSC Chairperson</i>	 <hr style="border: 0.5px solid black;"/> Signature	4/24/2024 <hr style="border: 0.5px solid black;"/> Date
Monica Thomas <hr style="border: 0.5px solid black;"/> <i>Network Superintendent</i>	 <hr style="border: 0.5px solid black;"/> Signature	5/13/24 <hr style="border: 0.5px solid black;"/> Date
Lisa Spielman <hr style="border: 0.5px solid black;"/> <i>Director, Strategic Resource Planning</i>	 <hr style="border: 0.5px solid black;"/> Signature	5/13/24 <hr style="border: 0.5px solid black;"/> Date

2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/9/2023	SSC & SELLS combined	Shared rationale and overview of site plan.
1/18/2024	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
1/22/2024	Faculty	Review budget priorities including planned strategies & activities for 2024-25. Document feedback for ILT review.
1/25/2024	SSC & SELLS combined	Shared data to assess needs, discuss goals and priorities.
2/29/2024	SSC & SELLS combined	Shared goals and priorities or 2024-25.

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

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

Early Childhood Education Program

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

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.

Transitional Students and Families Unit

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

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

2024-25 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$107,045.00
Total Federal Funds Provided to the School from the LEA for CSI	see FTE award
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$758,264.00

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$97,560	LCFF Discretionary (General Purpose Discretionary #0000)	\$14,200
Title I, Part A Parent & Family Engagement (Title I #3010)	\$2,710	LCFF Supplemental (LCFF Supplemental #0002)	\$189,000
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$0	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$6,775	After School Education & Safety (ASES) (ASES #6010)	\$132,483
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	see FTE award	California Community Schools Partnership Program (CCSPP #6332)	\$258,022
		Proposition 28 (Arts & Music in Schools) (#6770)	\$57,514
		Measure H (Measure H #9339)	\$0
		Measure G1 (Measure G1 #9332)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$107,045		\$651,219

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$758,264.00
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: EnCompass Academy		School ID: 181
CDS Code: 1612590102988	SSC Approval Date: 4/24/2024	Board Approval Date: 8/14/2024

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.

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Comprehensive Support & Improvement for the following groups: CSI Low Performing

The purpose of this schoolwide plan is to improve outcomes for all students. Based on a review of performance indicators for all students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of the CSI, Title I, and other targeted funding programs.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

Staff shortage to meet the heightened needs resulted in affected teacher sustainability and mental health. In TK-2 this year, 2 teachers had to leave for medical reasons within the first 2 months of school, leaving unexpected vacancies. This issue has been resolved, but students had guest teachers for 2 months in a grade 1 and grade 2 class.

School Demographics, 2022-23

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
51.3%	15.5%	78.1%	0.7%	1.6%	12.9%	98.7%	59.4%	2.9%

% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
48.7%	1.0%	1.3%	0.3%	0.0%	0.3%	98.4%	7.4%	87.0%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	Clarity and tight implementation of Tier 1 practices with a focus on task design, an understanding of the impact of focal standards on pacing, alignment with PLCS,PD, coaching, backwards planning, data-driven analysis and lesson facilitation, parent engagement and collaboration, will provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all students.
Identified School Need:	Increase in % of K-5 students scoring mid/above at EOY in ELA and Math by 10%+ (minimally) from previous EOY

Early Literacy Measures & Targets

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

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-95.7	not available until fall 2024	not available until fall 2025	-50.0
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	42.8%	not available until fall 2024	not available until fall 2025	75.0%

Mathematics/Science Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-106.6	not available until fall 2024	not available until fall 2025	-50.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	5.2%	not available until fall 2024	not available until fall 2025	75.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	4.3%	not available until fall 2024	not available until fall 2025	20.0%

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

School Goal:	Site leaders proactively monitor and support accelerated progress of students with IEPs
Identified School Need:	Specifically: -Students will meet their IEP goals -Monthly review coming-due IEPs and engage with Special Educators to ensure they are availing themselves of training and support - Special Educators will complete IEPs on time and comprehensively. - On a monthly basis, at least 90% of IEPs will be completed on time, as measured by review of the Special Education Information System (SEIS) and Special Education Department-provided tracker.

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-136.0	not available until fall 2024	not available until fall 2025	-100.0
SBAC ELA Distance from Standard Met	English Learners	-114.6	not available until fall 2024	not available until fall 2025	-50.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	57.9%	not available until fall 2024	not available until fall 2025	25.0%
SBAC Math Distance from Standard Met	Special Education Students	-110.2	not available until fall 2024	not available until fall 2025	-75.0
SBAC Math Distance from Standard Met	English Learners	-122.9	not available until fall 2024	not available until fall 2025	-50.0

Reclassification Measures & Targets <i>*Complete Part 1 of ELD Reflection</i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	7.0%	not available until fall 2024	not available until fall 2025	20.0%
LTEL Reclassification	Long-Term English Learners	37.5%	not available until fall 2024	not available until fall 2025	50.0%

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

School Goal:	Weekly Family Engagement series for Tier 3 students, enrichment, along with high quality professional learning for Tier 1, Tier 2 practices in tandem with MTSS Whole Child supports to create strong conditions for learning resulting in increased attendance, decrease in suspensions, and acceleration of academics.
Identified School Need:	-Increase positive attendance by 5% (from 91% to 96%) and reduce chronic absenteeism by 17% (from 32% to 15%).

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	65.4%	not available until fall 2024	not available until fall 2025	95.0%
Out-of-School Suspensions	All Students	1.5%	not available until fall 2024	not available until fall 2025	1.50%
Out-of-School Suspensions	African American Students	1.9%	not available until fall 2024	not available until fall 2025	1.90%
Out-of-School Suspensions	Special Education Students	2.2%	not available until fall 2024	not available until fall 2025	2.20%
Chronic Absenteeism	All Students	75.0%	not available until fall 2024	not available until fall 2025	15.0%
Chronic Absenteeism	African American Students	65.9%	not available until fall 2024	not available until fall 2025	15.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
School Goal:	Deepen our district's investment in the support, development, and retention of early career teachers who make up ~1/3 of our overall teaching staff, and ~60% of whom identify as BIPOC.				
Identified School Need:	- Improve new teacher practice with establishing and maintaining strong classroom culture from the start of the year.				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	77.5%	not available until fall 2024	not available until fall 2025	80.0%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<i>Clarity and tight implementation of Tier 1 practices with a focus on task design, an understanding of the impact of focal standards on pacing, alignment with PLCS, PD, coaching, backwards planning, data-driven analysis and lesson facilitation, parent engagement and collaboration, will provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all students.</i>	<i>Teacher buy-in on the process of focusing on focal standards at the unit level down to the lesson level.</i>

<p><i>LCAP Goal 2:</i></p>	<p><i>Site leaders proactively monitor and support accelerated progress of students with IEPs</i></p>	<p><i>Creative and resourceful staff works to support tier 3 students. Experienced SPED teacher team.</i></p>
<p><i>LCAP Goal 3:</i></p>	<p><i>Weekly Family Engagement series for Tier 3 students, enrichment, along with high quality professional learning for Tier 1, Tier 2 practices in tandem with MTSS Whole Child supports to create strong conditions for learning resulting in increased attendance, decrease in suspensions, and acceleration of academics.</i></p>	<p><i>Vision and values-aligned programming, PD, staff culture</i></p>
<p><i>LCAP Goal 4:</i></p>	<p><i>Deepen our district's investment in the support, development, and retention of early career teachers who make up ~1/3 of our overall teaching staff, and ~60% of whom identify as BIPOC.</i></p>	<p><i>Use of storytelling to bring the wisdom of staff. Collaborative culture, hard working and diverse team.</i></p>

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p><i>Clarity and tight implementation of Tier 1 practices with a focus on task design, an understanding of the impact of focal standards on pacing, alignment with PLCS, PD, coaching, backwards planning, data-driven analysis and lesson facilitation, parent engagement and collaboration, will provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all students.</i></p>	<p><i>Maintaining clarity and tightness in the implementation cycle, in the data-driven cycle.</i> <i>Panning Time</i> <i>Differentiation and responding to teacher needs in a systematic coaching cycle that maintains a balance of support resource allocation.</i> <i>Release coverage for consistent PD, PLCs</i></p>
LCAP Goal 2:	<p><i>Site leaders proactively monitor and support accelerated progress of students with IEPs</i></p>	<p><i>Staffing shortage of instructional support staff</i></p>

<p><i>LCAP Goal 3:</i></p>	<p><i>Weekly Family Engagement series for Tier 3 students, enrichment, along with high quality professional learning for Tier 1, Tier 2 practices in tandem with MTSS Whole Child supports to create strong conditions for learning resulting in increased attendance, decrease in suspensions, and acceleration of academics.</i></p>	<p><i>Staff absences, 30% chronic absence of students, breakfast in the classroom meant that morning meeting/crew time wasn't consistent and robust for SEL Foundations.</i></p>
<p><i>LCAP Goal 4:</i></p>	<p><i>Deepen our district's investment in the support, development, and retention of early career teachers who make up ~1/3 of our overall teaching staff, and ~60% of whom identify as BIPOC.</i></p>	<p><i>Post-pandemic experiences means that people are tired, and financial or famililal or larger society stresses impact wellness.</i></p>

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: EnCompass Academy

SPSA Year

Reviewed: 2023-24

SPSA Link: [2023-24 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

Family engagement capacity with CSM has helped principal focus more on instructional leadership.

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

Staffing absences and coverage made it hard to maintain consistent PLC.

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

We need to adjust minimum day schedule and schedule to not rely as much coverage for PLC.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
To be allocated in Fall 2024	Student Connectedness to School	Family Math & Literacy Game Night	More staffing support to run stations is needed. Free books offered, having games motivated students. Umoja Keepers was a leadership body who were strong ambassadors, led some stations and helped with outreach.	Continue with more standards-aligned games, multiple stations for a topic so there is less waiting, having teachers holding the tables, outdoor activities to use more space, an area for babies/childcare, ask teachers for station ideas, upper graders hold a station for younger students to help, clear expectations for older students to look out for lower grade participation, add a book faire, integrate installation art, teach schoolwide games and how it can integrate into standards.

10-Month Classroom Teacher on Special Assignment (TSA)	i-Ready Math at or above Mid-Grade	Backwards plan using adopted curriculum, major work of the grade, and pacing guide.	Stagnant I-ready Math growth MOY for students reaching proficiency, but for students 3+ years behind, we had higher numbers of students making	We need to grow more consistently in math, getting math tutors, engaging parents earlier on math in progress monitoring
Extended Contracts for Teachers	College/Career Readiness	Provide students repeated practice in demonstrating lifeskills and meaningful application of learning.	STIP substitute brings a lot of experience and has capacity to do after hours. Classroom teachers are tired, Gr. 1-2 have 6-7 different curricula to teach.	Great First Eight Pilot has been excellent and K team are motivated to learn and teach using this. Coring in upper grade is more sustainable, but takes some more planning and coordination.
SEL training	Student Connectedness to School	Provide students repeated practice in demonstrating lifeskills and meaningful application of learning.	Teachers could not attend the summer training.	Change breakfast program to "to go" and gain back the morning Crew time.

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School:	EnCompass Academy	SCHOOL ID:	181
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3: SCHOOL STRATEGIES & ACTIONS [Click here for guidance on SPSA practices](#)

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

School Goal:	Clarity and tight implementation of Tier 1 practices with a focus on task design, an understanding of the impact of focal standards on pacing, alignment with PLCS,PD, coaching, backwards planning, data-driven analysis and lesson facilitation, parent engagement and collaboration, will provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all students.
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Identified Need:	Increase in % of K-5 students scoring mid/above at EOY in ELA and Math by 10%+ (minimally) from previous EOY
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#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Calendar Data Analysis and long range planning per trimester and release teachers Provide time and resources for PLC cycles Provide classroom Look-For's in the week following PD and provide feedback loop. Provide regular collaboration time to integrate culturally sustaining strategies in instruction. Data-driven instruction: Provide weekly Assessment of Learning to review student learning progress Coach provides observation and feedback	Low Income Students	Academic	Tier 1 - Universal
1-2	Provide differentiated PD to establish baseline of Tier 1 conditions using academic routine, warm demand, Opportunities to Respond, integrated oral language morning routine, aggressive monitoring.	All Students	Academic	Tier 1 - Universal

1-3	<p>Students have authentic opportunities to demonstrate oral language using reading and writing to connect to EL Ed Module Topics/EnCompass Powers, participate in storytelling, enrichment-based activities to foster belonging, community healing and transformation.</p> <ul style="list-style-type: none"> -Hold at least 2 school oratorical events -Hold weekly Recognitions in Family Feedback Friday -Culminating event: Story of Me 	All Students	Academic	Tier 1 - Universal
1-4	<p>Backwards plan using adopted curriculum, major work of the grade, and pacing guide. Design tasks connected to mathematical Big Ideas and anticipate misconceptions. Nurture positive math identities & mathematical agency. Teachers will provide rich mathematical experiences aligned to grade-level standards that build conceptual understanding, procedural fluency, and application in equal intensity. Provide daily, weekly, and topic quizzes Release time for Math Planning after every PLC Cycle Students use common 5-step problem-solving strategy for word problems Teachers implement, assess and progress monitor Eureka Math 2.0 student lessons Expand math in the school culture through Community Meeting, recess, events, weekly PD.</p>	All Students	Academic	Tier 1 - Universal

1-5	<p>Parent/Guardian Progress Monitoring Skill building, Increase Visibility and Support Student Accountability, build relationship with classroom teachers.</p> <ul style="list-style-type: none"> -Establish 10 hour mandatory family engagement -Family Feedback will happen weekly, such as during UED-starts 3rd week of school. Aug-September Families participate in class Crew, in Compass Guide /Thinking Maps, and help complete the family data for My Compass Guide. After that, In-class sessions will include interactive segment of the class to learn about classroom practices, to let student know that they are showing up with regularity, be present for classroom student weekly recognition, and outside of the classroom will include trainings on topics such as look-for's in curriculum and student work expectations, how to progress monitor and support students on math facts or sight words, using i-ready data to meet stretch goal, Reading Fluency and Independent Reading targets, social media safety. *Train parent volunteers to help hold the family-student check in to come help do a pre-assessment of student and post assessment -In Family Events series- students show gratitude to families for their support -Raise family awareness for reading, speaking, writing across the curriculum and build some background knowledge about our instructional program 	All Students	Academic	Tier 1 - Universal
1-6	Principal, TSAs and ILT members conduct walkthroughs, provide specific, timely feedback; TSAs hold data-driven PLCs	All Students	Behavioral	Tier 3 - Intensified
1-7	Provide PD and schoolwide support staff for Tier 3 challenging behaviors in class	All Students	Academic	Tier 3 - Intensified
1-8	Backwards plan EL Ed modules, determine lessons, and tasks within lessons must be taught to mastery for high quality student work and proficient response to DOK 2+ comprehension questions; expand student writing to at least 3x per week using explicit writing instruction.	All Students	Academic	Tier 1 - Universal

1-9	Sets expectation for students to pass at least SIPPS mastery test per month . Provides PD/PLC opportunities to learn how to give the Mastery Test via illuminate, reflect on the SIPPS pacing guide for teachers' grade-level, and reflect on integrity to routines Provides PD/PLC spaces to analyze the SIPPS Mastery Test Data (who is passing? who hasn't taken an assessment? who needs targeted support?) using New SIPPS Progress monitoring dashboards Sets aside times as an ILT to analyze grade-level and site-wide mastery test data for progress and trends.	All Students	Academic	Tier 1 - Universal
1-10	Fund Early Literacy Coach	All Students	Academic	Tier 1 - Universal
1-11	Fund STIP Substitute	All Students	Academic	Tier 1 - Universal
1-11	Provide differentiated math groups for gr. 4-5	All Students	Academic	Tier 3 - Intensified
1-12	Blended Learning platforms will support differentiation in math, vocabulary, fluency, comprehension, and writing	All Students	Academic	Tier 1 - Universal

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

School Goal:	Site leaders proactively monitor and support accelerated progress of students with IEPs
Identified Need:	Specifically: -Students will meet their IEP goals -Monthly review coming-due IEPs and engage with Special Educators to ensure they are availing themselves of training and support - Special Educators will complete IEPs on time and comprehensively. - On a monthly basis, at least 90% of IEPs will be completed on time, as measured by review of the Special Education Information System (SEIS) and Special Education Department-provided tracker.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	<p>Implement Mentoring Push in support for Tier 3 students to prevent elopement, minimize disruption, completion of work-systematic assignment and monitoring</p> <p>Case manage target students at the beginning of the year for check in check out</p> <p>Have structured opportunities to develop classroom community and social skills through daily Crew structure</p> <p>Create EnCompass Powers Crew to provide a student-facing RJ process that develops skills and personal /community accountability instead of detention</p> <p>Conduct Intake SST for students who enroll mid-year</p> <p>Recognize I-ready/sight words/fluency/attendance growth weekly, targeting outreach to the family members of these students for Family Feedback sessions</p> <p>Ensure that Sown to Grow is used consistently - Teachers will have built in time during weekly staff meetings to give student's feedback</p> <p>Assigned mentors to Case manage target students: to meet I-Ready Stretch Goals, to SIPPS Mastery tests, to prevent absence on testing days, to complete class work</p>	Low Income Students	Behavioral	Tier 3 - Intensified
2-2	Online platforms will support differentiation in ELA and Math.	Low Income Students	Academic	Tier 2 - Supplemental
2-3	To Increase visual and auditory engagement, especially when teachers are masked, we will use A/V equipment to provide multiple points of access for learners to use visual and auditory inputs.	Low Income Students	Academic	Tier 1 - Universal
2-4	SIPPS tutor and Math Boost groups, friendly competition for hitting targets based on the Fluency/Vocabulary/Independent Reading.	Low Income Students	Academic	Tier 2 - Supplemental
2-5	I-ready training and consultation from district partner Data-driven monitoring and recognition: I-ready progress, High Frequency Word, Math Facts, Fluency, Independent reading	Low Income Students	Academic	Tier 2 - Supplemental

2-6	Backwards plan EL Ed modules, determine lessons, and tasks within lessons must be taught to mastery for high quality student work and proficient response to DOK 2+ comprehension questions; expand student writing to at least 3x per week using explicit writing instruction.	Low Income Students	Academic	Tier 1 - Universal
2-7	Provide differentiated reading and math groups for gr. 3-5.	Low Income Students	Academic	Tier 3 - Intensified
2-8	Cross-age buddies once per month as a Crew, to learn and practice the idea of "we are crew, not passengers"	Low Income Students	SEL / Mental Health	Tier 1 - Universal
2-9	Parent/Guardian Progress Monitoring Skill building, Increase Visibility and Support Student Accountability, build relationship with classroom teachers. -Establish 10 hour mandatory family engagement -Family Feedback will happen weekly, such as during UED-starts 3rd week of school. Aug-September Families participate in class Crew, in Compass Guide /Thinking Maps, and help complete the family data for My Compass Guide. After that, In-class sessions will include interactive segment of the class to learn about classroom practices, to let student know that they are showing up with regularity, be present for classroom student weekly recognition, and outside of the classroom will include trainings on topics such as look-for's in curriculum and student work expectations, how to progress monitor and support students on math facts or sight words, using i-ready data to meet stretch goal, Reading Fluency and Independent Reading targets, social media safety. *Train parent volunteers to help hold the family-student check in to come help do a pre-assessment of student and post assessment	Low Income Students	Academic	Tier 3 - Intensified
2-10	Provide Behavioral specialist as part of Inclusion team to systematically decrease disregulated behavior in classroom setting.	Low Income Students	Behavioral	Tier 3 - Intensified
2-11	Contract 1 day/ week bilingual Education Psychologist to assist with testing for IEPs	Low Income Students	Academic	Tier 3 - Intensified

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

School Goal: Weekly Family Engagement series for Tier 3 students, enrichment, along with high quality professional learning for Tier 1, Tier 2 practices in tandem with MTSS Whole Child supports to create strong conditions for learning resulting in increased attendance, decrease in suspensions, and acceleration of academics.

Identified Need: -Increase positive attendance by 5% (from 91% to 96%) and reduce chronic absenteeism by 17% (from 32% to 15%).

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	My Compass Guide integrated project includes arts-integration of EnCompass Life Spiral to help students strengthen their inner Compass.	All Students	Academic	Tier 1 - Universal
3-2	Cross-Age 1x/month session to build on monthly lessons according to EL Education Core Practices to help students be big buddies and model Power of Right Action	All Students	SEL / Mental Health	Tier 1 - Universal
3-3	<p>Recess: Structured play, tighter structures which will free staff up to establish intramurals</p> <p>*Jr. Coaches- led by a staff to support with Conflict Resolution</p> <p>* Playworks partnership to reduce minor behaviors that take place during before school, morning recess, and lunch recess play given our new fun and engaging playstructure, soccer pitch, multipurpose court.</p> <p>*Recess equipment and storage will allow for the full use of the our new upgraded space.</p> <p>* Communicate explicit expectations about the use of hate speech, such as N word that students are taking from social media or adult culture and using it too loosely.</p>	All Students	SEL / Mental Health	Tier 1 - Universal
3-4	Provide coherent experience between Day and Expanded Learning, so students have enrichment opportunities, receive academic support, and safe place to be in community and apply SEL skills.	All Students	SEL / Mental Health	Tier 1 - Universal
3-5	Provide Field Studies so students can deepen content learning apply content learning.	All Students	Academic	Tier 1 - Universal

3-6	Provide active learning opportunities for Tier 3 students to practice SEL skills through regular mind-body-connections practices and minimize disruptive behavior when disregulated.	All Students	Academic	Tier 3 - Intensified
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LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Goal:	Deepen our district's investment in the support, development, and retention of early career teachers who make up ~1/3 of our overall teaching staff, and ~60% of whom identify as BIPOC.
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Identified Need:	- Improve new teacher practice with establishing and maintaining strong classroom culture from the start of the year.
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#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Use storytelling and strategies below the Green Line in weekly PD	All Students	Academic	Tier 2 - Supplemental
4-2	Teacher Extended Contract for work such as (but not limited to): mentor, tutor, plan content for expeditions, integrate the arts, pacing adaptations, attend late meetings, work on report cards, prepare students for conferences, conduct, long and short rang planning, participate in leadership bodies, attend trainings pertaining to standards/curricula/programs/applications, create student-facing materials, ready the class and plans for parent engagements.	All Students	Academic	Tier 2 - Supplemental
4-3	Departmentalize gr. 3-4 and possible gr. 5	All Students	Academic	Tier 1 - Universal
4-4	Provide resources for classroom instruction for schoolwide expectations	All Students	Academic	Tier 1 - Universal
4-5	Teachers implementing daily foundational Skills Instruction (explicit, systematic, sequential) Progress monitoring with Great First Eight Pilot (Pending expansion approval), SIPPS mastery tests and regularly analyzing data. Observation/Feedback with support coach.	All Students	Academic	Tier 1 - Universal

4-6	Hold Daily Class Crew using consistent Crew structure, Schedule for schoolwide "Starts with Self" unit for students connectedness and belonging to be foundational for building extended discourse	All Students	Academic	Tier 1 - Universal
4-7	STIP substitute provides consistency in coverage for assessments, professional learning needs and peace of mind if emergency absence occurs	All Students	Academic	Tier 1 - Universal
4-8	EEIP provides extra prep through enrichment classes and push in/pull out small groups.	All Students	Academic	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS [Instructions & resources](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Teachers will build strong relationships with families through ongoing 2-way communication and contact	African American	Academic	Tier 1 - Universal
5-2	Teachers progress monitor the learning of African American students so that all read by 3rd grade.	African American	Academic	Tier 1 - Universal
5-3	Teachers ensure African American students are grappling the text/task and are deepening their understanding of the skills identified in the learning target towards DOK 2 and beyond.	African American	Academic	Tier 1 - Universal
5-4	Teachers are knowledgeable of the opportunity gap and have high expectations for students of color.	African American	Academic	Tier 1 - Universal
5-5	Reconstruction.us online courses demonstrating Black history, Black excellence and Black joy. Provide training for code-switch, practice social check in skills with students.	African American	Academic	Tier 1 - Universal

5-6	Students participate in storytelling, enrichment-based activities to foster belonging, community healing and transformation. Culminating event: Story of Me -Authentic opportunity to demonstrate oral language using reading and writing to connect to EnCompass Powers -In Family Events series- students show gratitude to families for their support -Raise family awareness for reading, speaking, writing across the curriculum and build some background knowledge about our instructional program -Hold at least 2 school oratorical events -Hold weekly Recognitions in Family Feedback Friday	African American	Academic	Tier 1 - Universal
5-7	Oratorical events are organized several times during the year to highlight the genius of oral tradition	African American	SEL / Mental Health	Tier 1 - Universal
5-8	Communicate explicit expectations about the use of the N word that students are taking from social media or adult culture and using it too loosely.	African American	SEL / Mental Health	Tier 1 - Universal
5-9	Provide professional development for staff related to address fears and doubt Provide regular collaboration time for staff to learn about implicit bias and use culturally responsive strategies during instruction. Schedule for schoolwide "Starts with Self" unit, provide planning time	African American	Academic	Tier 1 - Universal
5-10	Hold Daily Class Crew using consistent Crew structure, Schedule for schoolwide "Starts with Self" unit for students connectedness and belonging to be foundational for building extended discourse	African American	Academic	Tier 1 - Universal
5-11	Focus Attendance campaign on the high percentage of African American students on the chronic absence list	African American	SEL / Mental Health	Tier 2 - Supplemental
5-12	Use Total Participation Response techniques to engage students in a variety of manner	African American	Academic	Tier 1 - Universal
5-13	Focus on 5 student discussion protocols schoolwide	African American	Academic	Tier 1 - Universal

5-14	Students will have individual Laminated Mats: Conversational Cues, Total Physical Response, and Math Grapple in pocket folders	African American	Academic	Tier 1 - Universal
5-15	Student-led conferences: materials, model portfolios, and vision communicated at the beginning of the year	African American	Academic	Tier 1 - Universal
5-16	Teachers will evaluate their internal bias and how it contributes to disproportionality their classroom settings	African American	Behavioral	Tier 2 - Supplemental
5-17	Backwards plan EL Ed modules, determine lessons, and tasks within lessons must be taught to mastery for high quality student work and proficient response to DOK 2+ comprehension questions; expand student writing to at least 3x pers week using explicit writing instruction.	African American	Academic	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS [*Stages of ELD Implementation Self-Assessment*](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Student-led conferences: materials, model portfolios, and vision communicated at the beginning of the year	English Learner Students	Academic	Tier 1 - Universal
6-2	Bilingual Student Family Connections Coordinator at our site to support parent/guardian academic engagement, student ownership, agency, academic push support behavioral intervention in partnership with family members,	English Learner Students	Academic	Tier 2 - Supplemental
6-3	Students will have individual Laminated Mats: Conversational Cues, Total Physical Response, and Math Grapple in pocket folders	Latino/a Students	Academic	Tier 2 - Supplemental
6-4	Focus Attendance campaign on the high percentage of ELL students on the chronic absence list	English Learner Students	Academic	Tier 3 - Intensified
6-5	Focus on 5 student discussion protocols schoolwide	English Learner Students	Academic	Tier 1 - Universal
6-6	Hold Daily Class Crew using consistent Crew structure, Schedule for schoolwide "Starts with Self" unit for students connectedness and belonging to be foundational for building extended discourse	English Learner Students	Academic	Tier 1 - Universal
6-7	Teachers are knowledgeable of the opportunity gap and have high expectations for students of color.	English Learner Students	Academic	Tier 1 - Universal

6-8	Oratorical events are organized several times during the year to highlight the genius of oral tradition	English Learner Students	Academic	Tier 1 - Universal
6-9	ELA PLCs will have an inquiry question which will integrate language content target in each data-driven cycle.	English Learner Students	Academic	Tier 1 - Universal
6-10	Communicate explicit expectations about the use of the N word that students are taking from social media or adult culture and using it too loosely.	English Learner Students	Behavioral	Tier 3 - Intensified
6-11	Teach D-ELD and Integrated ELD per weekly schedule; expand student writing to at least 3x per week using explicit writing instruction.	English Learner Students	Academic	Tier 1 - Universal
6-12	Provide Newcomer groups	English Learner Students	Academic	Tier 3 - Intensified

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 181

School: EnCompass Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
4310 - Materials and Supplies	\$4,200	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	College/Career Readiness	Provide resources for classroom instruction for schoolwide expectations	181-1
5610 - Equip Maintenance & Repairs	\$5,000	LCFF Discretionary	5610	Equip Maintenance Agreem	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	SBAC ELA Distance from Standard Met	To Increase visual and auditory engagement, especially when teachers are masked, we will use A/V equipment to provide multiple points of access for learners to use visual and auditory inputs.	181-2
4311 - Meeting Refreshments	\$5,000	LCFF Discretionary	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Use storytelling and strategies below the Green Line in weekly PD	181-3
1120 - Teachers Salaries Stipends	\$1,089	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	i-Ready Reading at or above Mid-Grade	Teacher Extended Contract for work such as (but not limited to): mentor, tutor, plan content for expeditions, integrate the arts, pacing adaptations, attend late meetings, work on report cards, prepare students for conferences, conduct, long and short rang planning, participate in leadership bodies, attend trainings pertaining to standards/curricula/programs/applications, create student-facing materials, ready the class and plans for parent engagements.	181-4
5846 - Licensing Agreements	\$12,000	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Online platforms will support differentiation in ELA and Math.	181-5
Teacher Education Enhancement [1]	\$86,348	LCFF Supplemental	1105	Certificated Teachers' Salaries	1562	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.65	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	EEIP provides extra prep through enrichment classes and push in/pull out small groups.	181-6

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 181

School: EnCompass Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Teacher STIP	\$89,563	LCFF Supplemental	1105	Certificated Teachers' Salaries	9566	STIP Teacher	1	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Staff Participation in Foundational Professional Learning	STIP substitute provides consistency in coverage for assesments, professional learning needs and peace of mind if emergency absence occurs	181-7
1120 - Teachers Salaries Stipends	\$12,063	Title I, Part A Schoolwide Program	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teacher Extended Contract for work such as (but not limited to): mentor, tutor, plan content for expeditions, integrate the arts, pacing adaptations, attend late meetings, work on report cards, prepare students for conferences, conduct, long and short rang planning, participate in leadership bodies, attend trainings pertaining to standards/curricula/programs/applications, create student-facing materials, ready the class and plans for parent engagements.	181-8
TSA Classroom 10Mos	\$85,497	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	2113	10-Month Classroom Teacher on Special Assignment (TSA)	0.6	Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	Backwards plan using adopted curriculum, major work of the grade, and pacing guide. Design tasks connected to mathematical Big Ideas and anticipate misconceptions. Nurture positive math identities & mathematical agency. Teachers will provide rich mathematical experiences aligned to grade-level standards that build conceptual understanding, procedural fluency, and application in equal intensity. Provide daily, weekly, and topic quizzes. Release time for Math Planning after every PLC Cycle. Students use common 5-step problem-solving strategy for word problems. Teachers implement, assess and progress monitor Eureka Math 2.0 student lessons. Expand math in the school culture through Community Meeting, recess, events, weekly PD.	181-9

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 181

School: EnCompass Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPISA ACTIVITY	BUDGET ACTION NUMBER
1120 - Teachers Salaries Stipends	\$710	Title I, Part A Parent & Family Engagement	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teacher Extended Contract for work such as (but not limited to): mentor, tutor, plan content for expeditions, integrate the arts, pacing adaptations, attend late meetings, work on report cards, prepare students for conferences, conduct, long and short rang planning, participate in leadership bodies, attend trainings pertaining to standards/curricula/programs/applications, create student-facing materials, ready the class and plans for parent engagements.	181-10
4310 - Materials and Supplies	\$2,000	Title I, Part A Parent & Family Engagement	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Provide resources for classroom instruction for schoolwide expectations	181-11
4310- Materials and Supplies	\$6,775	Title IV, Part A Student Support & Academic Enrichment	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Provide resources for classroom instruction for schoolwide expectations	181-12
5825 - Consultants	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Provide coherent experience between Day and Expanded Learning,so students have enrichment opportunities, receive academic support, and safe place to be in community and apply SEL skills.	181-13
5100 - Subagreements For Services	\$107,483	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Provide coherent experience between Day and Expanded Learning,so students have enrichment opportunities, receive academic support, and safe place to be in community and apply SEL skills.	181-14
7310 - Indirect Cost	\$3,775	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	SIPPS tutor groups, SPIRE, and Fluency targeted practice	181-15

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 181

School: EnCompass Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
TSA Classroom 10Mos	\$28,499	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	2113	10-Month Classroom Teacher on Special Assignment (TSA)	0.2	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Principal, TSAs and ILT members conduct walkthroughs, provide specific, timely feedback; TSAs hold data-driven PLCs	181-16
Teacher Education Enhancement [2]	\$46,956	Literacy Coaches & Reading Specialists Grant	1105	Certificated Teachers' Salaries	8101	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.3	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	EEIP provides extra prep through enrichment classes and push in/pull out small groups.	181-17
TSA Classroom 10Mos	\$68,743	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	9565	10-Month Classroom Teacher on Special Assignment (TSA)	0.5	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Teach D-ELD and Integrated ELD per weekly schedule; expand student writing to at least 3x per week using explicit writing instruction.	181-18
1120 - Teacher Stipends	\$1,500	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teacher Extended Contract for work such as (but not limited to): mentor, tutor, plan content for expeditions, integrate the arts, pacing adaptations, attend late meetings, work on report cards, prepare students for conferences, conduct, long and short rang planning, participate in leadership bodies, attend trainings pertaining to standards/curricula/programs/applications, create student-facing materials, ready the class and plans for parent engagements.	181-19
5825 - Contracts	\$13,500	Educator Effectiveness Grant	5825	Consultants	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Student Connectedness to School	To Increase visual and auditory engagement, especially when teachers are masked, we will use A/V equipment to provide multiple points of access for learners to use visual and auditory inputs.	181-20
4310 - Materials and Supplies	\$4,695	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Student-led conferences: materials, model portfolios, and vision communicated at the beginning of the year	181-21

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 181

School: EnCompass Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPISA ACTIVITY	BUDGET ACTION NUMBER
5829 - Admission Fees	\$5,000	California Community Schools Partnership Program	5829	Admission Fees	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	College/Career Readiness	Students have authentic opportunities to demonstrate oral language using reading and writing to connect to EL Ed Module Topics/EnCompass Powers, participate in storytelling, enrichment-based activities to foster belonging, community healing and transformation. -Hold at least 2 school oratorical events -Hold weekly Recognitions in Family Feedback Friday -Culminating event: Story of Me	181-22
Attendance Specialist Bil	\$10,880	California Community Schools Partnership Program	2205	Classified Support Salaries	8992	Attendance Specialist, Bilingual	0.2	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.	Student Connectedness to School	Implement Mentoring Push in support for Tier 3 students to prevent elopement, minimize disruption, completion of work-systematic assignment and monitoring Case manage target students at the beginning of the year for check in check out Have structured opportunities to develop classroom community and social skills through daily Crew structure Create EnCompass Powers Crew to provide a student-facing RJ process that develops skills and personal /community accountability instead of detention Conduct Intake SST for students who enroll mid-year Recognize growth weekly, targeting outreach to the family members of these students for Family Feedback Friday Ensure that Sown to Grow is used consistently - Teachers will have built in time during weekly staff meetings to give student's feedback Assigned mentors to Case manage target students: to meet I-Ready Stretch Goals, to SIPPS Mastery tests, to prevent absence on testing days, to complete class work	181-24

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 181

School: EnCompass Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
1120 - Teacher Stipends	\$19,325	California Community Schools Partnership Program	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Teacher Extended Contract for work such as (but not limited to): mentor, tutor, plan content for expeditions, integrate the arts, pacing adaptations, attend late meetings, work on report cards, prepare students for conferences, conduct, long and short rang planning, participate in leadership bodies, attend trainings pertaining to standards/curricula/programs/applications, create student-facing materials, ready the class and plans for parent engagements.	181-25
Teacher Education Enhancement [3]	\$31,304	California Community Schools Partnership Program	1105	Certificated Teachers' Salaries	8101	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.2	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Students have authentic opportunities to demonstrate oral language using reading and writing to connect to EL Ed Module Topics/EnCompass Powers, participate in storytelling, enrichment-based activities to foster belonging, community healing and transformation. -Hold at least 2 school oratorical events -Hold weekly Recognitions in Family Feedback Friday -Culminating event: Story of Me	181-26
5825 - Consultants	\$90,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	College/Career Readiness	Bilingual Student Family Connections Coordinator at our site to support parent/guardian academic engagement, student ownership, agency, academic push support behavioral intervention in partnership with family members, [4]	181-27

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 181

School: EnCompass Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Program Mgr Community School	\$91,818	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	9316	12-Month Community School Manager	0.6	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Parent/Guardian Progress Monitoring Skill building, Increase Visibility and Support Student Accountability, build relationship with classroom teachers. -Establish 10 hour mandatory family engagement -Family Feedback will happen Friday or during Wednesday UED- starts 3rd week of school. Aug-September Families participate in class Crew, in Compass Guide /Thinking Maps, and help complete the family data for My Compass Guide. After that, In-class sessions will include interactive segment of the class to learn about classroom practices,to let student know that they are showing up with regularity,be present for classroom student weekly recognition, and outside of the classroom will include trainings on topics such as look-for's in curriculum and student work expectations, how to progress monitor and support students on math facts or sight words, using i-ready data to meet stretch goal, Reading Fluency and Independent Reading targets, social media safety. *Train parent volunteers to help hold the family-student check in to come help do a pre-assessment of student and post assessment -In Family Events series- students show gratitude to families for their support -Raise family awareness for reading, speaking, writing across the curriculum and build some background knowledge about our instructional program	181-28

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 181

School: EnCompass Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
1120 - Teacher Stipends	\$5,000	Proposition 28 (Arts & Music in Schools)	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Teacher Extended Contract for work such as (but not limited to): mentor, tutor, plan content for expeditions, integrate the arts, pacing adaptations, attend late meetings, work on report cards, prepare students for conferences, conduct, long and short rang planning, participate in leadership bodies, attend trainings pertaining to standards/curricula/programs/applications, create student-facing materials, ready the class and plans for parent engagements.	181-29
4310 - Materials and Supplies	\$6,019	Proposition 28 (Arts & Music in Schools)	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	My Compass Guide integrated project includes arts-integration of EnCompass Life Spiral to help students strengthen their inner Compass.	181-30
Teacher Education Enhancement [5]	\$46,495	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	1562	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.35 [6]	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Students have authentic opportunities to demonstrate oral language using reading and writing to connect to EL Ed Module Topics/EnCompass Powers, participate in storytelling, enrichment-based activities to foster belonging, community healing and transformation. -Hold at least 2 school oratorical events -Hold weekly Recognitions in Family Feedback Friday -Culminating event: Story of Me	181-31
4310 - Materials and Supplies	\$7,000	Measure G, Visual & Performing Arts	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Oratorical events are organized several times during the year to highlight the genius of oral tradition	181-32
5825 - Contracts	\$18,000	Measure G, Visual & Performing Arts	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Reconstruction.us online courses demonstrating Black history, Black excellence and Black joy. Provide training for code-switch, practice social check in skills with students.	181-33

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 181

School: EnCompass Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
TSA Classroom 10Mos	\$137,451	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	New	10-Month Classroom Teacher on Special Assignment (TSA)	1	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Teachers implementing daily foundational Skills Instruction (explicit, systematic, sequential) Progress monitoring with Great First Eight Pilot (Pending expansion approval), SIPPS mastery tests and regularly analyzing data. Observation/Feedback with support coach.	181-34



School-Parent-Student Compact / Acuerdo de la Escuela y Padres y Estudiantes

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 2023-24 school year.

School Responsibilities

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

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

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

- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**
 - a) The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children through Back to School Orientation. Weekly Classroom Family Meetings, Oakland Promise/College Readiness education, Report Card Conferences, Learning Showcase, Town Hall with Principal
 - b) The school communicates to families about the School Parent and Family Engagement Policy by convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A



School-Parent-Student Compact / *Acuerdo de la Escuela y Padres y Estudiantes*

and to explain the program requirements and the right of parents to be involved. We will present the plan at our Back in School Night & Title 1 meeting.

- c) Post notices, make Robocalls, send Parent Square

4) Provide parents reasonable access to staff.

- a) Listening & Learning Session held by teachers in August
- b) Provide staff availability during instructional day for a scheduled meeting about child's progress, if family member is unavailable to meet after school hours.
- c) Coordinate translation support as needed for parent-staff meetings
- d) Provide Parent Square as a means for teacher-parent text-based communication in family members' home language
- e) Teachers/staff are compensated for Extended Contract for conducting general meetings, family intake interviews, and/or home visits to build relationships with students and family members outside of contractual hours

5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.

- a) Meetings and presentations held in accessible and ADA-compliant facilities
- b) Provide translation services through site-based staff or district translation services as needed
- c) Distribute information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand
- d) SSC and SELLS meetings held monthly and family members are given ample notice via fliers, Robocalls, Parent Square

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

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

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

- a) Provide annual staff training on community and family members from an asset-based lense
- b) Provide family Intake interviews for incoming TK-K students, and SSTs by family request or through COST process



School-Parent-Student Compact / *Acuerdo de la Escuela y Padres y Estudiantes*

- c) Conduct Professional Development on family involvement
 - d) Student-Family Connections Consultant will remain an active member of the school leadership to provide coaching and support of staff and building systems for strong family partnerships
 - e) Hold an Inclusion parent meeting to address unique needs students
 - f) Engage family members in problem-solving and support for student using COST process, which could result in the Student Success Team, Student Attendance Review Team
- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**
- a) Opportunities for consultation with Student-Family Connections Coordinator or Community School Manager
 - b) Use SSTs and SARTs to help educate parents regarding what it takes to have school success

Parent Responsibilities

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

- Actively collaborate and communicate with teachers to meet my child's learning needs. If I have a concern or question, I will first reach out to the teacher. Such actions will be welcomed by the teachers and not be used to count against my child.
- Communicate with the teacher if I have questions, comments, concerns, or need support to meet these commitments.
- Promote positive use of my child's extracurricular time by limiting television watching or video games, and being on social media.
- Participate in decisions related to the education of my child.
- I will respond to messages from my child's teacher.
- Follow-through with school recommended actions, and communicate my needs if I am having difficulty.
- Review this agreement with my child
- When on campus, model the EnCompass Academy Guiding Principles (in Family Handbook/ posted around the building).

Student Responsibilities

I know that I have the power and responsibility to respect, care, and persevere. I agree to carry out the following responsibilities to the best of my ability:

- Get to school on time every day.
- Do my homework every day.



School-Parent-Student Compact / *Acuerdo de la Escuela y Padres y Estudiantes*

- **1) Practice Personal Responsibility** (ex: finish what you start, set a goal and go after it, follow your own progress to achieve your goal, “handle your business”)
- **2) Practice Study Skills** (ex: use different ways to memorize information, solve a problem, ask good questions, manage your time, or use resources to get what you need done)
- **3) Apply Organizational Skills** (ex: put things in their place, organize workspace, completing your work, making work neat, getting credit for your work).
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.
- If at school, keep home

ITEMS NOT ALLOWED ON CAMPUS:

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

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

- 1st Offense= ClassEquity Power\$ Fine & Phone confiscated for the day
- 2nd Offense = ClassEquity Power\$ Fine & Phone confiscated for 5 school days
- 3rd Offense= ClassEquity Power\$ Fine & Phone confiscated until end of the school year
- Limit my screen time at home to 2 hours per day.
- Exercise, drinking at least 6 cups of water, and eat healthy fruits and vegetables every day.

This Compact was adopted by EnCompass Academy on **September 6, 2023** and will be in effect for the period of **September 6, 2023 to May 23, 2024**.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before **September 8, 2023**.

Signature of Principal: *Minh-Tram Nguyen*

Date: **September 6, 2023**



School-Parent-Student Compact / Acuerdo de la Escuela y Padres y Estudiantes

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

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

- 3) Proporcionar a los padres informes frecuentes sobre el progreso y la asistencia de sus hijos para comprender los estándares de contenido académico del estado, las evaluaciones y cómo monitorear y mejorar el rendimiento de sus hijos.**
 - a) La escuela brinda a los padres asistencia para comprender los estándares de contenido académico del estado, las evaluaciones y cómo monitorear y mejorar el rendimiento de sus hijos a través de la Orientación de Regreso a la Escuela. Reuniones semanales Aula familiares, Oakland Promise / Educación Superior de Preparación, Conferencias Report Card, aprendizaje del escaparate, Ayuntamiento con la directora
 - b) Los comunica escolares a las familias acerca de la Escuela de Padres y Política de Participación de la Familia mediante la convocatoria de una reunión anual, en un momento conveniente, a la que todos Se invitará y alentará a los padres a asistir, para informar a los padres de la participación de su escuela en el Título I, Parte A y para explicar los requisitos del programa y el derecho de los padres a participar. Presentaremos el plan en nuestra reunión de Título 1 en agosto.
 - c) Publicar avisos, realizar llamadas automáticas, enviar puntos de conversación



School-Parent-Student Compact / Acuerdo de la Escuela y Padres y Estudiantes

4) Proporcionar a los padres un acceso razonable al personal.

- a) Sesiones virtuales de comprensión auditiva y aprendizaje) llevadas a cabo por los maestros en agosto
- b) Proporcionar disponibilidad del personal durante el día de instrucción para una reunión programada sobre el progreso del niño, si un miembro de la familia no está disponible para reunirse después del horario escolar.
- c) Coordinar el apoyo de traducción según sea necesario para las reuniones de padres y personal. Proporcionar
- d) Parent Square como un medio para la comunicación de texto entre maestros y padres en el idioma materno de los miembros de la familia. Los
- e) maestros / personal son compensados por el contrato extendido por realizar reuniones generales, entrevistas de admisión familiar y / o visitas domiciliarias para establecer relaciones con los estudiantes y los miembros de la familia fuera del horario contractual

5) Brindar a todos los padres y miembros de la familia, incluidos los que tienen un dominio limitado del inglés y los que tienen discapacidades, oportunidades para ofrecerse como voluntarios y participar en la clase de su hijo y para observar las actividades del aula.

- a) Reuniones y presentaciones realizadas en instalaciones accesibles y que cumplen con la ADA
- b) Proporcionar servicios de traducción a través del personal en el sitio o servicios de traducción del distrito según sea necesario
- c) Distribuir información relacionada con la escuela y los programas para padres, reuniones, informes escolares y otras actividades a los padres en un formato e idioma que los padres entienden que las
- d) reuniones de SSC y SELLS que se llevan a cabo mensualmente y los miembros de la familia reciben una notificación amplia a través de folletos, llamadas automáticas, Parent Square

6) Proporcionar a los padres materiales y capacitación para ayudarlos a mejorar el rendimiento académico de sus hijos.

- a) Proporcionar servicios de traducción a través de servicios de traducción en el sitio o del distrito según sea necesario
- b) Proporcionar a los padres materiales y capacitación para ayudarlos a trabajar con sus hijos para mejorar el rendimiento de sus hijos a través de la alfabetización temprana, reuniones que brindan información sobre cómo monitorear el progreso de sus hijos, explicación de Se espera que los estudiantes logren los estándares



School-Parent-Student Compact / Acuerdo de la Escuela y Padres y Estudiantes

básicos comunes, las evaluaciones académicas estatales y distritales y los niveles de competencia académica

7) Proporcionar capacitación anual del personal de miembros de la comunidad y de la familia de una lente basada en los activos

- a) proporcionar entrevistas familia de admisión para estudiantes TK-K entrantes, y TSM por la petición de la familia o por medio de procesos COSTE
- b) Conducta Desarrollo Profesional en familyinvolvement
- c) Conexiones Estudiante-Familia Consultor seguirá siendo un miembro activo del liderazgo escolar para proporcionar entrenamiento y apoyo al personal y construir sistemas para asociaciones familiares
- d) sólidas. Realizar una reunión de padres de inclusión para abordar las necesidades únicas de los estudiantes. Involucrar a los
- e) miembros de la familia en la resolución de problemas y el apoyo para los estudiantes que utilizan el proceso COST, lo que podría resultar en el éxito del estudiante. Equipo, Equipo de Revisión de la Asistencia de los Estudiantes

8) Asegurar una comunicación significativa y regular entre los miembros de la familia y el personal de la escuela y, en la medida de lo posible, en un idioma que los miembros de la familia puedan entender.

- a) Oportunidades para consultar con el coordinador de conexiones entre estudiantes y familias
- b) Usar los SST y SART para ayudar a educar a los padres sobre lo que se necesita para tener éxito en la escuela

Responsabilidades de los padres

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

- Ser voluntario en el aula virtual o física de mi hijo si es posible.
- Participar en las decisiones relacionadas con la educación de mi hijo.
- Promover el uso positivo del tiempo extracurricular de mi hijo al limitar la visualización de televisión o los juegos de video y estar en las redes sociales.
- *Responderé a los mensajes del maestro de mi hijo.*
- *Cumplir con las acciones recomendadas por la escuela y comunicar mis necesidades si tengo dificultades.*
- *Colaborar activamente y comunicarme con los maestros para satisfacer las necesidades de aprendizaje de mi hijo. Si tengo una inquietud o pregunta, primero me comunicaré con el maestro. Tales acciones serán bien recibidas por los maestros y no se utilizarán para contar en contra de mi hijo.*



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

Responsabilidades del estudiante

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

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



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o robados, incluso si se entregan al personal. Si llevo un teléfono a la escuela y suena / vibra en una bolsa, o se usa de alguna manera, el TELÉFONO CELULAR será confiscado hasta que el padre / tutor lo recoja de acuerdo con los siguientes pasos.

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

Este Pacto fue adoptado por la Academia EnCompass el 6 de septiembre de 2023 y estará en vigencia durante el período del 6 de septiembre de 2023 al 23 de mayo de 2024.

La escuela distribuirá el Pacto a todos los padres y familiares de los estudiantes que participan en el Título. I, programa de la Parte A el 8 de septiembre de 2023 o antes.

Firma del director: *Minh-Tram Nguyen*

Fecha: 6 de septiembre de 2023



Title I, Part A School Parent and Family Engagement Policy

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

EnCompass Academy

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

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

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

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

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

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

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

- Title 1 Meeting presentation at the Back to School Orientation
- Listening & Learning Sessions
- Provide translation into Spanish
- Post notices on campus, send in Parent Square

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

- Mid-term progress conferences: Assessment results home for literacy, math English fluency, SBAC tests
- Gather and disseminate to parents for review the following materials at the Annual Title I Meeting: School's current Parent Involvement Policy, school-parent compact, non-highly qualified teacher.
- To do this: Share date of meeting with staff, meet w/ Student-Family Connections Coordinator to provide logistical support for program (childcare, food, clean up, attendance, outreach), meet with site data coordinator, provide presentation with year's information, establish raffle, train volunteers. If virtual, set up Zoom link and send out notice on Parent Square.

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

- Provide notice and translation into Spanish and English, and all parent home languages in Parent Square

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

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

OUSD Family Engagement Standard 4: Learning at Home

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

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

- Common Core standards
- The State of California and Oakland Unified School District's academic assessments, including alternate assessments
- Academic proficiency levels students are expected to achieve
- How to monitor their child's progress

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- SSC
- SELLS
- District LCAP

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

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

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

- Review in SSC Meeting
- We will present the plan and applicable materials at our annual Back In School Night and Title 1 Meeting in September. Translation, childcare, and ample notice is given.
- All fliers, conferences, and Robocalls are provided with Spanish translation

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

- Meetings and presentations held in accessible and ADA-compliant facilities
- Meetings and presentations conducted in English and Spanish
- SSC and SELLS meetings held monthly and family members are given ample notice via fliers, Robocalls, Parent Square

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

- Share whole school Academic Data at least 2 times/year to staff
- Conduct Professional Development on parent involvement, including listening to a parent panel.
- Inclusion parent meeting
- Parent engagement in Student Success Team, Student Attendance Review Team, Principal-Parent Chat

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

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

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

- We will present the plan and applicable materials in September. Translation, childcare, and notice is given.

- We use SSTs and SARTs to help educate parents regarding what it takes to have school success
- Some teachers/staff conduct home visits.
- Update Site Plan revision process with SSC: Updates will consider changes in school demographic, Family Involvement support available, strategic emphasis of the school to accelerate achievement and to improve school climate based on new data.
- Student-Family Connections Consultant will lead K2C college savings campaign

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on plan (SPSA) to the Strategic Resource Planning Office

Adoption

This policy was jointly developed and adopted by EnCompass Academy on September 6, 2023 and will be in effect for the period September 6, 2023 through May 23, 2024.

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

Minh-Tram Nguyen, Principal

Signature of Principal: *Minh-Tram Nguyen*

Date: 9/6/23



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

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

La Academia EnCompass

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Proporcionar una notificación y traducción al español e inglés

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

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

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

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

OUSD Participación Familiar Estándar 4: aprendizaje en el hogar

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

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

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

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

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

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

- SSC
- SELLS
- Distrito LCAP

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

adopción

Esta política fue desarrollada y adoptada por EnCompass Academia en una reunión **6 de septiembre, del 2023** y estará vigente para el período del **6 de septiembre de 2023 al 23 de mayo de 2024**.

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

Minh-Tram Nguyen, directora

Firma del director: *Minh-Tram Nguyen*

Fecha: 6/9/2023



Strategic Resource Planning (SRP)

EnCompass Academy

School Site Council Membership Roster

2023-2024

SSC - Officers

Chairperson:	Justine McGrath
Vice Chairperson:	Michele Lee
Secretary:	Jenny Huang

SSC - Members

(Mark with a check the peer group that each member represents. Mark only one for each member.)

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Minh-Tram Nguyen	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sonia Rose*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Jenny Huang*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Michele Lee*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Dana Turner	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Justine McGrath	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1*
Latrice Bass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Claudia Reyes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Victoria Rodriguez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Zamara Espinoza	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Kisha Hampton (alternate)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd

* (new term round under new elections)

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	2nd Thursdays, 4-5:30pm
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SSC Legal Requirements (EC Sections 65000-6501)

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.

