

Board Office Use: Legislative File Info.	
File ID Number	26-1429
Introduction Date	6/24/26
Enactment Number	
Enactment Date	



Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date June 24, 2026

Subject 2026-2027 School Plan for Student Achievement (SPSA) for EnCompass Academy

Ask of the Board Approval by the Board of Education of the 2026-2027 School Plan for Student Achievement (SPSA) for EnCompass Academy.

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2026-2027 School Plan for Student Achievement (SPSA) for EnCompass Academy



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

2026-27 School Plan for Student Achievement (SPSA)

School: EnCompass Academy
CDS Code: 1612590102988
Principal: Minh-Tram Nguyen
Date of this revision: 4/29/26

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: 4/29/2026
The District Governing Board approved this revision of the SPSA on: 6/24/2026

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/16/2025	ILT	Reviewed data and identified school needs
10/23/2025	SSC	Reflected on progress and challenges
12/11/2025	SSC	Reviewed data and identified school needs
10/23/2025	SELLS	Discussed proposed expenditures and priorities
1/22/2026	SSC	

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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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).
- **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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **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.

2026-27 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$144,480.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$623,480.63

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program Resource 3010	\$141,900
Title I Parent & Family Engagement Resource 3010	\$2,580
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$144,480

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$623,480.63

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$26,100
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$165,000
After School Education & Safety (ASES) Resource 6010	\$134,218
Community Schools Grant (CCSPP) Resource 6332	\$95,759
Proposition 28 (Arts & Music in Schools) Resource 6770	\$57,924
SUBTOTAL OF STATE & LOCAL FUNDING:	\$479,001

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: EnCompass Academy		School ID: 181
CDS Code: 161259010298	SSC Approval Date:	Board Approval Date: 6/24/2026

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.

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, 2024-25

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
52.7%	11.3%	78.1%	1.1%	6.0%	12.7%	98.2%	50.9%	2.5%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
47.4%	1.4%	1.8%	0.0%	0.0%	0.4%	98.2%	14.1%	84.8%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal: By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics:
 -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY
 -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY
 -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp

Identified School Need: Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	25.5%	25.8%	57.9%	70%	75%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	38.9%	56.1%	25.7%	60%	75%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	54.2%	61.8%	69.7%	75%	85%

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC ELA Distance from Standard Met	All Students	-95.7	-82.2	-78.8	-50.00	-30.0
SBAC ELA Participation	All Students	100.0%	100.0%	99.3%	95.0%	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	42.8%	72.7%	59.1%	75.0%	85.0%

Mathematics/Science Measures & Targets						
Measure <small>*SBAC & CAST data exclude participation penalty, if applicable.</small>	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC Math Distance from Standard Met	All Students	-106.6	-73.6	-85.0	-50.0	-30.0
SBAC Math Participation	All Students	97.4%	97.4%	98.5%	95.0%	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	4.3%	4.2%	10.6%	25.0%	35.0%
California Science Test (CAST) Participation	All Students	97.9%	100.0%	100.0%	95.0%	95.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By May of 2027 <ul style="list-style-type: none"> - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
Identified School Need:	<ul style="list-style-type: none"> - All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-136.0	-93.2	-122.4	-50.0	-30.0
SBAC ELA Distance from Standard Met	English Learners	-114.6	-98.4	-111.6	-50.0	-30.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	57.9%	52.0%	50.0%	60%	70.0%

SBAC Math Distance from Standard Met	Special Education Students	-110.2	-27.3	-128.0	-50.0	-30.0
SBAC Math Distance from Standard Met	English Learners	-122.9	-91.4	-101.2	-50.0	-30.0
Reclassification Measures & Targets <i>*Reference ELL Progress Data</i>						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	7.0%	14.3%	9.7%	20.0%	20.0%
LTEL Reclassification	Long-Term English Learners	37.5%	0.0%	0.0%	50.0%	100.0%

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

School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%
Identified School Need:	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Student Connectedness to School	All Students	65.4%	70.9%	76.0%	95.0%	95.0%
Out-of-School Suspensions	All Students	1.5%	2.7%	1.3%	1.5%	1.5%
Out-of-School Suspensions	African American Students	1.9%	11.1%	7.7%	1.9%	1.9%
Out-of-School Suspensions	Special Education Students	2.2%	12.0%	7.3%	2.2%	2.2%
Chronic Absenteeism	All Students	75.0%	32.1%	24.6%	15.0%	15.0%
Chronic Absenteeism	African American Students	65.9%	50.0%	36.4%	25.0%	20.0%

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

School Goal: By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.

Identified School Need: Specifically:
 - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach.
 - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management.
 - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	77.5%	76.3%	75.0%	80.0%	80.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<i>LCAP Goal 1:</i>	By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp	Priority Strengths <ul style="list-style-type: none">• Early literacy growth has improved in several grade levels, particularly Grade 2, where nearly 70% of students achieved one year or more of growth in reading, indicating strengthening foundational literacy instruction.• Students in Grades 3–5 demonstrated strong growth in i-Ready reading in 2023-24 (72.7% achieving one year of growth), showing the potential for accelerated academic growth when consistent instruction is maintained.• SBAC ELA Distance from Standard has improved over the past three years (from -95.7 to -78.8), demonstrating gradual improvement in reading comprehension and literacy development.• Science outcomes show improvement, with CAST Standard Met or Exceeded increasing from 4.3% to 10.6%, demonstrating increasing student access to standards-aligned science instruction.• Teachers engage in professional learning communities focused on backward planning, student work analysis, and instructional improvement aligned with grade-level standards.

<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027</p> <ul style="list-style-type: none"> - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY 	<ul style="list-style-type: none"> • Reclassification rates for English Learners increased from 7.0% to 14.3% before stabilizing, indicating that systems supporting English Learner progress are in place and can be strengthened. • Reading outcomes for students with disabilities show gradual improvement in reducing the percentage of students reading multiple years below grade level. • The school has implemented systems to support focal students, including Designated ELD in daily schedules, IEP monitoring, SEL practices, and teacher collaboration around common assessments. • Teachers are engaging in cycles of inquiry and professional development to strengthen instructional strategies for English Learners, students with disabilities, and other focal student groups. • Systems are in place to support focal student groups, including daily Designated ELD schedules, IEP monitoring systems, and regular analysis of student performance data in PLCs.
----------------------------	---	--

<p><i>LCAP Goal 3:</i></p>	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%</p>	<ul style="list-style-type: none"> • Student connectedness to school has steadily increased from 65.4% to 76%, demonstrating improved student sense of belonging and engagement. • Chronic absenteeism has significantly decreased over the past two years, dropping from 75% to 24.6%, demonstrating the positive impact of attendance monitoring and family engagement efforts. • Suspension rates for all students remain relatively low and decreased from 2.7% to 1.3%, reflecting the effectiveness of school culture and restorative practices. • COST and attendance teams are developing stronger systems to proactively identify and support students experiencing academic, social, or attendance challenges. • The EnCompass Crew model supports strong relationships and student belonging through daily community circles, reflection practices, and social-emotional learning structures that strengthen student voice and connection.
<p><i>LCAP Goal 4:</i></p>	<p>By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</p>	<ul style="list-style-type: none"> • Teachers participate in collaborative planning and professional learning structures, including PLCs and targeted professional development aligned with curriculum and instructional priorities. • Systems for mentoring and coaching teachers are being strengthened to support new teachers working toward credentials. • School leadership prioritizes teacher professional learning and wellness to build sustainable instructional capacity.

Goal Area:	School Goal:	Priority Challenges
<i>LCAP Goal 1:</i>	<p>By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp 	<ul style="list-style-type: none"> • Despite gradual improvement, SBAC Distance from Standard remains significantly below the state benchmark in both ELA (-78.8) and Math (-85.0), indicating a need for accelerated academic growth. • i-Ready data shows inconsistent growth across grade levels, with Grade 1 experiencing a decline in students achieving one year of reading growth in 2024-25. • Only 12.3% of students are performing at or above mid-grade level in math, indicating significant gaps in foundational mathematics understanding. • Students require stronger support in academic writing, vocabulary development, and mathematical reasoning to meet grade-level expectations.
<i>LCAP Goal 2:</i>	<p>By May of 2027</p> <ul style="list-style-type: none"> - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY 	<ul style="list-style-type: none"> • English Learners and students with disabilities continue to experience large achievement gaps, as indicated by SBAC Distance from Standard in both ELA and Math. • A high percentage of students with disabilities continue to read multiple years below grade level, indicating the need for stronger intervention and differentiated instruction. • Reclassification rates for English Learners remain below district targets, and progress for Long-Term English Learners has been inconsistent. • Additional instructional support is needed to ensure that Designated and Integrated ELD consistently accelerate language development.

<p><i>LCAP Goal 3:</i></p>	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%</p>	<ul style="list-style-type: none"> • While chronic absenteeism has improved, attendance remains an area of concern for several student groups, including African American students. • Suspension rates for African American students and students with disabilities are disproportionately higher than the overall student population. • Continued development of MTSS systems is needed to ensure consistent and proactive behavioral and attendance interventions.
<p><i>LCAP Goal 4:</i></p>	<p>By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</p>	<ul style="list-style-type: none"> • Teacher retention has remained below the target, declining from 77.5% to 75%, indicating ongoing challenges with staff stability. • Unexpected teacher vacancies early in the school year created disruptions in instruction, particularly in early grades. • New teachers working under emergency permits or intern credentials require ongoing coaching, mentorship, and professional learning to build instructional capacity.

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

EnCompass Academy

SPSA Year Reviewed: 2025-26

[2025-26](#)

SPSA Link: [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.

The 2025–26 SPSA was implemented with the strongest fidelity in schoolwide Tier 1 instructional routines, including Crew structures, literacy routines, writing through the Hochman Method, vocabulary development, SIPPS progress monitoring, and PLC cycles focused on student work and assessment data. During the year, the school worked with EL Education coaches to develop a Three-Dimensional Work Plan aligned to EL Education’s dimensions of Mastery of Knowledge and Skills, Character, and High-Quality Work. This work plan helped align leadership coaching, PLC work, and instructional routines with the goal of strengthening student agency, discourse, writing, and self-assessment practices across academic and Crew curriculum.

In January and February, additional clarity was developed around mathematics instruction and alignment to assessment expectations, including guidance on integrating Building Thinking Classrooms (BTC), MathReps, and Eureka Math Squared lesson structures. The clarified vision on a daily math lesson flow emphasizes:

- Thinking launch through BTC
- Sense-making and instruction through Eureka Math²
- Independent application
- Deliberate practice through MathReps
- Brief SBAC translation moments for test conditioning.

7/9 teachers who teach EM2 completed Exemplars online math training on teaching problem-solving, strengthening their understanding of high-quality mathematical tasks and student reasoning. Five teachers began implementing Building Thinking Classrooms structures anywhere from , including visibly random groups and vertical thinking spaces to increase mathematical discourse and problem solving.

In literacy, PLC teams developed ELA inquiry questions aligned to ELD standards, EL Education module performance tasks, and module topics, strengthening alignment between language development and content learning. Teachers had clarity on ELD standards embeddef
Implementation was affected by staffing disruptions early in the year when two teachers took partial leave for medical reasons, resulting in guest teachers 2 classrooms for one month each. This impacted instructional continuity during a critical period.

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

The strategies were most effective in improving instructional coherence, school culture, and common instructional routines across classrooms.

The EL Education Work Plan helped provide a clearer instructional framework, reinforcing consistent routines such as collaborative reading, evidence-based writing, discourse protocols, student self-assessment, and high-quality work expectations.

Crew structures and the EnCompass model strengthened student belonging, agency, and opportunities for oral language practice, which are critical supports for the school's large population of English learners.

We found an

The BTC + Eureka integration began shifting math instruction toward deeper thinking, student discourse, and reasoning before formal instruction, helping students develop mathematical identity and perseverance.

The SBAC translation framework clarified how to prepare students for testing environments without replacing deep learning with test preparation, helping teachers understand how to bridge rich mathematical thinking with constrained test formats.

However, because the math alignment framework was clarified mid-year, implementation occurred later than planned and remains in early stages.

Academic outcomes remain uneven. SBAC distance from standard in both ELA and Math remains significantly below benchmark, and focal student groups including English Learners and students with disabilities continue to experience achievement gaps.

The number of simultaneous initiatives and early staffing instability reduced the consistency of implementation across classrooms.

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.

The 2026-27 SPSA will focus on fewer, higher-leverage instructional priorities to ensure consistent implementation across classrooms.

The school will implement a Math PLC inquiry structure parallel to the ELA PLC inquiry model, aligning math planning with:

Eureka Math Squared lesson arcs

BTC thinking structures

student reasoning and discourse throughout the day

assessment alignment

We will expand the BTC + Eureka Math instructional model across additional classrooms and provide structured coaching and PLC analysis to support implementation.

EnCompas will strengthen foundational literacy, academic language development, writing, and math conceptual understanding through clearer Tier 1 routines and earlier Tier 2 intervention.

The EL Education Work Plan will continue to guide implementation of routines that support student ownership, discourse, and high-quality work.

These changes will be reflected in the revised 2026-27 SPSA,

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

<p>Title I Expenditure <i>(describe expenditure in column a)</i></p>	<p>Target Addressed by Expenditure</p>	<p>Actions/Activities <i>(e.g., what does this person or program do?)</i></p>	<p>What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.</p>	<p>Based on this evaluation, what will you change, continue, or discontinue? Why?</p>
<p>Supplies for Family Literacy event</p>	<p>SBAC Math Distance from Standard Met</p>	<p>Will be transferred to Supplies line item to purchase Family Engagement Kits in ELA and Math</p>	<p>Event will be April 1, which has not been held.</p>	<p>Not able to evaluate,</p>
<p>TSA .60 FTE, 10 month</p>	<p>College/Career Readiness</p>	<p>TSA is Focuses instruction on writing integrating social studies Provide small group acceleration on foundational literacy, math Increase student discourse throughout the day through protocols implementation Collaborate with principal/ILT Assessment Data coordination and support planning and instructional practices</p>	<p>She provided consistent differentiation for math for our combination classes so that student will get math at their grade level. Over 50% of her students grew beyond typical growth in math.</p>	<p>We will continue, as we expect to have several compbination classes next year.</p>
<p>Extended Contract for teachers</p>	<p>College/Career Readiness</p>	<p>Progress Reports, Conferences, SSTs, Tutoring, participation in leadership bodies, Collaboration,Planning,trainings</p>	<p>100% student participation in student-led conference, 100% of Gr. K-5 teachers participate in backwards planning of modules</p>	<p>We will continue, as this will continue to be a need.</p>
<p>Materials and</p>	<p>SBAC Math Distance from Standard Met</p>	<p>Materials and Supplies for Building Thinking Classroom and to support high quality work according to EL Education's 3 Dimensions of Learning</p>	<p>6/9 teachers who are teaching Eureka Math Squared have implemented the BTC approach to problem solving, with 100% of students participation in math problem solving and practicing math discourse.</p>	<p>We will continue to provide materials annually to deepen our math discourse and students owning their learning.</p>

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES				
School: EnCompass Academy		SCHOOL ID: 181		
3: SCHOOL STRATEGIES & ACTIVITIES			Click here for guidance on SPSA practices	
LCAP Goal 1: All students graduate college, career, and community ready.				
School Goal:		<p>By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp 		
Identified Need:		Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."		
#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
1-1	High Quality Student Work and Academic Discourse, Strong Literacy Instructional Routines: Students demonstrate oral language through reading, writing, and storytelling connected to EL Education module topics and EnCompass Powers. Activities foster belonging, community, and academic identity.	All Students	Academic	Tier 1 - Universal
1-2	Strong Literacy Instructional Routines: Fund Language and Literacy Coach	All Students	Academic	Tier 1 - Universal
1-3	Fund Early Literacy Coach	All Students	Academic	Tier 1 - Universal
1-4	Strengthening Mathematics Reasoning and Instruction: Fund Math Teacher Lead	All Students	Academic	Tier 1 - Universal

1-5	Fund a teacher to for math differentiation, and to integrate arts, social studies, and language development for Tier 2 students needing additional access and engagement.	All Students	Academic	Tier 2 - Supplemental
1-6	Strong Literacy Instructional Routines: UFLI and SIPPS PROGRESS MONITORING: Teachers use PLC time to analyze mastery test data by student, track pacing integrity, and identify who needs targeted support. ILT analyzes grade-level and schoolwide trends each cycle.	Tier 2	Academic	Tier 2 - Supplemental
1-7	Strong Literacy Instructional Routines via VOCABULARY DEVELOPMENT: Teach Vocabulary Ladders as a weekly routine using degrees of magnitude, sentence clues, stems, and sentence expansion integrated into content writing.	All Students	Academic	Tier 1 - Universal
1-8	Strong Literacy Instructional Routines:WRITING: Implement The Writing Revolution (Hochman Method) through predictable routines integrated with EL Education module topics and EnCompass identity work.	All Students	Academic	Tier 1 - Universal
1-9	Strong Literacy Instructional Routines: WRITING FEEDBACK: Provide deliberate writing practice with immediate feedback focused on informational text responses using a consistent structure: restate the prompt, answer, claim, elaboration, summary.	All Students	Academic	Tier 1 - Universal
1-10	Strong Literacy Instructional Routines: WRITING ASSESSMENT: Administer schoolwide writing assessments three times per year on a shared calendar, independent of EL Education module pacing.	All Students	Academic	Tier 1 - Universal
1-11	High Quality Student Work and Academic Discourse Use High Quality Work protocols in ILT and PLC settings. Conduct two schoolwide HQW protocols annually to calibrate expectations and student work standards.	All Students	Academic	Tier 1 - Universal

1-12	Strong Literacy Instructional Routines: ALL BLOCK STRUCTURE: Standardize the ALL Block across Gr. 3-5 classrooms with consistent daily routines for vocabulary, reading, writing, and language development aligned to EL Education modules.	All Students	Academic	Tier 1 - Universal
1-13	Strong Literacy Instructional Routines: COLLABORATIVE READING: Implement a schoolwide Read-Think-Talk-Write cycle aligned to EL Education	All Students	Academic	Tier 1 - Universal
1-14	Strong Literacy Instructional Routines: INDEPENDENT READING: Launch a schoolwide Independent Reading campaign with reading logs, conferences, and recognition tied to growth.	All Students	Academic	Tier 1 - Universal
1-15	Strong Literacy Instructional Routines: WRITING EXPANSION: Extend Hochman Method writing routines into grades K-2 and integrate writing across literacy, social studies, science, and EL Education modules.	All Students	Academic	Tier 1 - Universal
1-16	STRONG MATHEMATICS INSTRUCTIONAL ROUTINE: Building Thinking Classrooms+ EUREKA: Implement the BTC + Eureka Math Squared lesson structure schoolwide to build student reasoning and collaborative problem solving before formal instruction.	All Students	Academic	Tier 1 - Universal
1-17	STRONG MATHEMATICS INSTRUCTIONAL ROUTINE: DELIBERATE PRACTICE: Integrate MathReps as a daily routine to build fluency, retention, and confidence in foundational mathematics skills.	All Students	Academic	Tier 1 - Universal
1-18	Strengthening Mathematics Reasoning and Instruction MATHEMATICS PLC INQUIRY: Develop math PLC inquiry questions aligned to Eureka Math Squared modules, major work of the grade, and SBAC item analysis to drive instructional decisions and strengthen student reasoning.	All Students	Academic	Tier 1 - Universal
1-19	STRONG ROUTINES: Daily routines for brain breaks, embodiment, mindfulness, and intention-setting use trauma-informed practices to help students tap into their inner genius	All Students	Academic	Tier 1 - Universal

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:

By May of 2027

- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY

Identified Need:

- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment
- D-ELD in daily schedules for all ELLs
- IEPs completed on time
- Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

#	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	TIER 3 MENTORING AND CASE MANAGEMENT: Assign mentors to Tier 3 students at the start of the year. Use Check-In Check-Out systems, intake SSTs for mid-year enrollees, and weekly recognition tied to i-Ready, fluency, and attendance growth. Use Sown to Grow consistently with built-in staff meeting feedback time. Create an EnCompass Powers Crew process as a restorative alternative to detention.	Low Income Students	Behavioral	Tier 3 - Intensified
2-2	Use online platforms to support differentiated ELA and Math instruction for students with IEPs.	STUDENTS with IEPs	Academic	Tier 3 - Intensified
2-3	Use A/V equipment to provide multiple access points for auditory and visual learners across classroom settings.	Low Income Students	Academic	Tier 1 - Universal

2-4	Run Open Literacy, SIPPS tutoring, and Math tutoring groups with friendly competition tied to fluency, vocabulary, and independent reading targets.	Low Income Students	Academic	Tier 2 - Supplemental
2-5	Engage district partner for i-Ready training and consultation to strengthen data-driven instruction and progress monitoring.	Low Income Students	Academic	Tier 2 - Supplemental
2-6	Provide differentiated reading and math groups for gr. 3-5, start no later than week 6	Low Income Students	Academic	Tier 3 - Intensified
2-7	Student Leadership Council, 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
2-8	TIER 3 SEL: Provide regular mind-body-connection practices for Tier 3 students to build self-regulation skills and reduce classroom disruption.	Low Income Students	SEL / Mental Health	Tier 3 - Intensified
2-9	STRONG ROUTINES: Text sets will be used Rolling Knowledge and Rolling Vocabulary	Low Income Students	Academic	Tier 3 - Intensified
2-10	COHERENT INTERVENTION: Group students by foundational skill need using materials aligned to Tier 1 scope and sequence. Regroup midyear based on skill data. Identify each student's first point of error to avoid the opportunity tax of fragmented, cognitively overloading interventions.	Low Income Students	Academic	Tier 3 - Intensified
2-11	STRONG ROUTINES: Text sets will be used Rolling Knowledge and Rolling Vocabulary	Low Income Students	Academic	Tier 3 - Intensified
2-12	COHERENT INTERVENTION: Group students by foundational skill need using materials aligned to Tier 1 scope and sequence. Regroup midyear based on skill data. Identify each student's first point of error to avoid the opportunity tax of fragmented, cognitively overloading interventions.	Low Income Students	Academic	Tier 3 - Intensified

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.				
School Goal:		1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%		
Identified Need:		1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.		
#	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: Implement an arts-integrated project connected to the EnCompass Life Spiral to help students develop and articulate their inner Compass through storytelling, writing, and creative expression.	All Students	Academic	Tier 1 - Universal
3-2	Family Engagement and Attendance Campaigns: STUDENT CELEBRATION EVENTS: Use Free Dress Days, Talent Shows, Song Fest, and Dance Fest as recognition incentives tied to attendance, academic growth, and participation in school campaigns.	All Students	SEL / Mental Health	Tier 1 - Universal
3-3	STRUCTURED RECESS: Implement structured play with trained Jr. Coaches for conflict resolution. Train noon supervisors and community partners to manage behavior during all recess periods. Establish clear expectations around hate speech and social media language. Fully activate the new play structure, soccer pitch, and court with equipment and storage.	All Students	SEL / Mental Health	Tier 1 - Universal

3-4	DAY AND EXPANDED LEARNING COHERENCE: Align day program and after-school expanded learning so students experience consistent enrichment, academic reinforcement, and SEL practice across the full school day.	All Students	SEL / Mental Health	Tier 1 - Universal
3-5	Family Engagement and Attendance Campaigns: ACADEMIC ENGAGEMENT CAMPAIGNS: Run schoolwide campaigns tied to attendance, reading, and academic growth including the Independent Reading Campaign, i-Ready lesson completion recognition, and MathFest celebrations.	All Students	SEL / Mental Health	Tier 1 - Universal
3-6	FAMILY ENGAGEMENT — ACADEMIC PARTNERSHIP: Build family capacity to monitor student progress using i-Ready data, fluency targets, and independent reading goals. Families participate in Crew, Compass Guide activities, and weekly recognition. Include social media safety as a family engagement topic.	All Students	Academic	Tier 1 - Universal
3-7	Student Identity, Belonging, and Academic Engagement: CREW IDENTITY: Establish classroom agreements and a Class Charter that enshrine Crew identity. Implement consistently using the school Crew Playbook, including Crew Banner for Field Day.	All Students	Academic	Tier 1 - Universal
3-8	Student Identity, Belonging, and Academic Engagement: Crew will have language targets, SEL, school vision, and academic routines that will have a foundational coherence. Each day of the week will have a theme to ensure frequent practices to apply lifeskills, and grades 3-5 will have Crew Leaders facilitating Crew meetings. Initiatives will build community, using non-verbal and verbally expressive games using Word Ladders, fluency and other word play. Crew reading will be scenario cards and multiple choice for mindsets and actions.	All Students	Academic	Tier 1 - Universal

3-9	TIER 3 BEHAVIOR SUPPORT: Provide targeted PD and staffing support to address Tier 3 challenging behaviors in classroom settings.	Tier 3	Academic	Tier 3 - Intensified
3-10	FAMILY ENGAGEMENT — CULTURAL AND LINGUISTIC AFFIRMATION: Recruit and coach families into leadership roles. Plan culturally affirming events and Spanish-language experiences. Coordinate Tier 3 literacy interventions. Conduct home visits and support ILT with community context. Center student culture in academic projects so students feel seen and valued.	All Students	Academic	Tier 1 - Universal
3-11	ATTENDANCE MONITORING: Attendance Team conducts ongoing progress monitoring for all students using attendance data to drive outreach and intervention.	All Students	Academic	Tier 1 - Universal
3-12	ATTENDANCE MONITORING — SPED: Attendance Team conducts targeted progress monitoring for students with IEPs to address disproportionate absenteeism.	SPED students	Behavioral	Tier 3 - Intensified
3-13	ATTENDANCE MONITORING: Conduct weekly SART meetings to progress monitor Individual Student Plans for chronically absent students.	All Students	Academic	Tier 1 - Universal
3-14	Student Identity, Belonging, and Academic Engagement: 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
3-15	Student Identity, Belonging, and Academic Engagement: MY COMPASS GUIDE PROJECT: Students develop and present their Story of Self using Thinking Maps, oral storytelling, and writing aligned to the EnCompass Life Spiral and Powers.	All Students	Academic	Tier 1 - Universal

3-16	Student Identity, Belonging, and Academic Engagement TEXT-BASED THURSDAY: Students read, write, revise, and present responses connected to personal narratives and anchor texts or culturally relevant characters to strengthen comprehension and oral language.	All Students	Academic	Tier 1 - Universal
3-17	Experiential Learning and Knowledge Building: FIELD STUDIES AND EXPEDITIONS: Provide field studies and EL Education-style Expeditions connected to module topics to deepen content knowledge and support high-quality student work production.	All Students	Academic	Tier 1 - Universal
3-18	Family Engagement and Attendance Campaigns: FAMILY LITERACY EVENT: Host a Family Literacy Event in October. Train families on supporting reading, vocabulary, and writing at home. Distribute Family Engagement Literacy Kits in ELA and Math.	All Students	Academic	Tier 1 - Universal

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

School Goal:	By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.
Identified Need:	Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

#	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	Integrate storytelling and below-the-Green-Line strategies into weekly PD to build teacher identity, trust, and reflective practice.	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 range 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	Depending on grade configurations based on enrollment, explore departmentalizing upper grade classes to address combination classes, to increase instructional specialization and reduce teacher planning load across subjects.	All Students	Academic	Tier 1 - Universal
4-4	Provide classroom materials and supplies to support consistent implementation of schoolwide instructional expectations.	All Students	Academic	Tier 1 - Universal
4-5	Coaches provide observation and feedback for ongoing professional learning.	All Students	Academic	Tier 1 - Universal

4-6	TEACHER CLARITY, STUDENT COGNITIVE LOAD: Learning Target, Criteria for Success, Frequent Feedback, and Deliberate Practice, student-engaged assessments are embedded consistently across all schoolwide routines to provide strong student clarity, ownership, and being able to carry more of the cognitive load.	All Students	Academic	Tier 1 - Universal
4-7	TEACHER CLARITY, TRAUMA-INFORMED PRACTICE: CHAMPS: Use CHAMPS to establish precise behavioral and academic expectations for every classroom routine, creating shared clarity between teachers and students, increasing consistency, predictability for the student experience across learning tasks.	All Students	Academic	Tier 1 - Universal
4-8	PD: RELEASE TIME: Provide release time for teachers to collaborate, observe, train, score assessments and enter and analyze CEU data to support data-driven instruction.	All Students	Academic	Tier 1 - Universal
4-9	PD: BACKWARDS PLANNING: Teachers backwards plan from High Quality Work artifacts and build in student reflection immediately after work completion rather than waiting for Student-Led Conference preparation.	All Students	Academic	Tier 1 - Universal
4-10	PLC ROUTINE — STUDENT WORK ANALYSIS: Teachers study exemplar and non-exemplar student responses to build knowledge of developmental assets and misconceptions, evaluate learning target clarity, increase standard clarity, and assess whether task design produced expected results.	All Students	Academic	Tier 1 - Universal
4-11	TEACHER CLARITY, STUDENT COGNITIVE LOAD: Establish a schoolwide norm of 2-minute observation and feedback cycles so teachers consistently monitor student task engagement and provide immediate redirection.	All Students	Academic	Tier 1 - Universal

4-12	EEIP provides extra prep through enrichment classes and push in/pull out small groups.	All Students	Academic	Tier 1 - Universal
4-13	TEACHER CLARITY, STUDENT-ENGAGED ASSESSMENTS: Communicate vision for practices such as Student-Led Conferences, MADE Charts, Documentation Panels, Learning Showcases, share exemplars, and distribute materials at the start of the year so students and teachers build toward success with the end in mind. Students use criteria for excellence to self-assess their work and develop awareness of their own growth as learners. Build in opportunities for quantitative and qualitative data reflection, writing response in portfolio insert as students are completing the artifact for portfolio (Instead of waiting until SLC time). During lessons, track quality of student discourse participation using the New Idea, Building On, Repeat framework to progress monitor oral language development.	All Students	Academic	Tier 1 - Universal
4-14	Backwards plan 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
4-15	TEACHER CLARITY, EQUITY PRACTICE: Teachers examine their own bias and how it contributes to disproportionate outcomes for African American students and other focal groups in their classrooms.	African American	SEL / Mental Health	Tier 2 - Supplemental
4-16	PD- FIRST 8 WEEKS: Provide targeted training and coaching on small group and ALL Block structures during the first eight weeks of school to establish Tier 1 routines before intervention begins.	All Students	Academic	Tier 1 - Universal
4-17	Staff attend EL Education site seminars and conferences	All Students	Academic	Tier 1 - Universal

4-18	DIFFERENTIATED PD: Provide PD differentiated by teacher readiness to establish Tier 1 classroom conditions including academic routines, warm demand, structured opportunities to respond, oral language routines, and active monitoring.	All Students	Academic	Tier 1 - Universal
4-19	Progress monitor the level of discourse participation as New Idea, Building On, Repeat	All Students	Academic	Tier 1 - Universal
4-20	ELA and Math PLCs will each have an inquiry question in	All Students	Academic	Tier 1 - Universal
4-21	PLANNING AND FEEDBACK CYCLE: Calendar trimester data analysis and long-range planning with teacher release time. Run PLC cycles with classroom Look-Fors the following week and a structured feedback loop. Use weekly Assessments of Learning to track progress. Integrate culturally sustaining strategies into planning cycles. Coaches provide observation and feedback.	Low Income Students	Academic	Tier 1 - Universal
4-22	INSTRUCTIONAL LEADERSHIP: Principal, TSAs, and ILT conduct regular walkthroughs with specific, timely feedback. TSAs lead data-driven PLCs connected to schoolwide instructional priorities.	All Students	Academic	Tier 1 - Universal

<p>4-23</p>	<p>MATH PLANNING: Teachers backwards plan using major work (standards) of the grade, Eureka Math Squared, and pacing guide. Knowing the story of the unit, design tasks around Big Ideas and anticipated misconceptions and use Language Target to inform the answer choices from which students can articulate their thinking verbally, then in writing. Use daily, weekly, and topic Checking for Understanding with prompts at the language, thinking, and stamina of SBAC. Provide Math Planning release time after every PLC cycle. Build positive math identity and agency: Expand math into Crew, Community Meeting, recess, events, visual documentation, and storytelling to strengthen math identity and empowerment.</p>	<p>All Students</p>	<p>Academic</p>	<p>Tier 1 - Universal</p>
<p>4-24</p>	<p>STUDENT RESPONSE ANALYSIS: Teachers study student response samples from common assessment tasks to build shared understanding of student assets and misconceptions. This analysis drives anticipatory planning, sharpens learning targets, and strengthens teacher moves before instruction begins.</p>	<p>All Students</p>	<p>Academic</p>	<p>Tier 1 - Universal</p>

CONDITIONS FOR BLACK STUDENTS				
#	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 maintain consistent two-way communication with African American families through calls, notes, and in-person contact to build trust and partnership.	African American	Academic	Tier 1 - Universal
5-2	Teachers monitor African American students' reading progress at every grade level with an explicit goal that all students read at or above grade level by the end of 3rd grade.	African American	Academic	Tier 1 - Universal
5-3	Teachers ensure African American students engage in productive struggle with grade-level text and tasks, pushing thinking to DOK 2 and beyond on every learning target.	African American	Academic	Tier 1 - Universal
5-4	Teachers and staff examine how their own biases and low expectations have contributed to underperformance of African American students and commit to high-expectation, asset-based instruction.	African American	Academic	Tier 1 - Universal
5-5	Build teacher capacity to navigate code-switching conversations and practice culturally grounded social check-ins with students and learn about, and create	African American	Academic	Tier 1 - Universal

5-6	<p>STORY OF ME AND ORATORICAL TRADITION: Students participate in storytelling and enrichment activities connected to EnCompass Powers culminating in the Story of Me event. Hold at least two oratorical events annually. Feature students in Family Feedback Friday weekly recognition. Use family events to build awareness of reading, writing, and oral language expectations. Oratorical events are organized several times during the year to highlight the genius of oral tradition.</p>	African American	Academic	Tier 1 - Universal
5-7	<p>Communicate clear, explicit schoolwide expectations about harmful language students are importing from social media and adult culture, including direct conversations with students and families.</p>	African American	SEL / Mental Health	Tier 1 - Universal
5-8	<p>ATTENDANCE- BLACK STUDENT FOCUS: Target attendance outreach campaigns specifically who appear disproportionately on the chronic absence and tardy lists.</p>			

--

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<i>ELL Progress Data</i>		
#	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	HIGH FREQUENCY WORD CAMPAIGN: Run a schoolwide High Frequency Word and phrase campaign with progress monitoring and regular recognition embedded in curriculum and community meetings.	English Learner Students	Academic	Tier 1 - Universal
6-2	AUTOMATICITY CAMPAIGNS: Use Sight Words, Math Facts, and Fluency Flyers campaigns with Google Classroom Read-Along to give students immediate feedback on fluency and automaticity.	English Learner Students	Academic	Tier 1 - Universal
6-3	Launch Read-Along fluency passages in Google Classroom for grades 3-5 to build oral reading fluency and provide students with self-monitoring tools.	English Learner Students	Academic	Tier 1 - Universal
6-4	ATTENDANCE- ELL FOCUS: Target attendance outreach campaigns specifically toward ELL students who appear disproportionately on the chronic absence and tardy lists.	English Learners	Academic	Tier 2 - Supplemental
6-5	DESIGNATED AND INTEGRATED ELD: Deliver D-ELD and Integrated ELD per weekly schedule for all ELL students. Expand explicit writing instruction to at least three times per week across content areas.	English Learners	Academic	Tier 1 - Universal
6-6	TIER 2 — LTEL AND NEWCOMERS: Provide dedicated Tier 2 intervention groups for Long-Term English Learners and Newcomer students with targeted language acceleration supports.	English Learners	Academic	Tier 2 - Supplemental
6-7	Recognize and celebrate biliteracy.	English Learners	Academic	Tier 1 - Universal

PROPOSED 2026-27 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
Subcontractors to provide after school enrichment through soccer, poetry, service learning, dance, gardening, and digital arts to engage students, provide movement, and avenues of expression through oral and written expression.	\$134,218	After School Education & Safety (ASES)	5100	Subagreements For Services			0.00			DAY AND EXPANDED LEARNING COHERENCE: Align day program and after-school expanded learning so students experience consistent enrichment, academic reinforcement, and SEL practice across the full school day.	181-1
Pays for EEIP teacher to provide prep through science/art enrichment classes for whole child development, increasing school engagement. The Arts is especially important for Tier 2-3 students who have gifts beyond academic performance.	\$46,889	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	1562	Teacher Education Enhancement	0.35			EEIP provides extra prep through enrichment classes and push in/pull out small groups.	181-2
Pays for EEIP teacher to provide prep through science/art enrichment classes for whole child development, increasing school engagement. The Arts is especially important for Tier 2-3 students who have gifts beyond academic performance.	\$11,035	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10107	Teacher Education Enhancement	0.10			EEIP provides extra prep through enrichment classes and push in/pull out small groups.	181-3
Student and Family Engagement, Positive Classroom and Schoolwide Culture	\$91,048	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	9316	Program Mgr Community School	0.50			Family Engagement and Attendance Campaigns:STUDENT CELEBRATION EVENTS: Use Free Dress Days, Talent Shows, Song Fest, and Dance Fest as recognition incentives tied to attendance, academic growth, and participation in school campaigns.	181-5
Supports the feeling of Crew in family engagement events like Back in School Night, Learning Showcase, Family Literacy events	\$2,710	California Community Schools Partnership Program	4311	Meeting Refreshments			0.00			FAMILY ENGAGEMENT — ACADEMIC PARTNERSHIP: Build family capacity to monitor student progress using i-Ready data, fluency targets, and independent reading goals. Families participate in Crew, Compass Guide activities, and weekly recognition. Include social media safety as a family engagement topic.	181-6
Field Trip Transportation: Field trip transportation supports equitable access and safety by ensuring all students have the opportunity to participate	\$2,000	California Community Schools Partnership Program	5880	Transportation (Contracted)			0.00			Experiential Learning and Knowledge Building: FIELD STUDIES AND EXPEDITIONS: Provide field studies and EL Education-style Expeditions connected to module topics to deepen content knowledge and support high-quality student work production.	181-7
Family engagement, translation, align attendance monitoring supports, increase safety to have day staff participate in duties during after school hours. Provide mentoring and tutoring to target students, attendance recovery program, engage families before school launch, after school, or on weekends as needed.	\$50,000	Expanded Learning Opportunities Program (ELO-P)	2220	Classified Support Salaries: Stipends			0.00			DAY AND EXPANDED LEARNING COHERENCE: Align day program and after-school expanded learning so students experience consistent enrichment, academic reinforcement, and SEL practice across the full school day.	181-8
Lead Agency provides afterschool staff, staff development, program materials, operational costs, so that students and staff have a consistent, engaging, safe, and quality program.	\$115,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants			0.00			DAY AND EXPANDED LEARNING COHERENCE: Align day program and after-school expanded learning so students experience consistent enrichment, academic reinforcement, and SEL practice across the full school day.	181-9
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 range 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.	\$10,100	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends			0.00			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 range 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

PROPOSED 2026-27 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
Provide resources for classroom instruction for schoolwide expectations	\$7,000	LCFF Supplemental	4310	Materials and Supplies			0.00			High Quality Student Work and Academic Discourse Use High Quality Work protocols in ILT and PLC settings. Conduct two schoolwide HQT protocols annually to calibrate expectations and student work standards.	181-11
Subscriptions such as TWR,Wayground (formerly Quizzizz), Thinking Maps, Listenwise, LingoLift, Push Play PE, Wordly Wise, Beanstack help teachers engage students in listening, speaking, writing, reading, build vocabulary and schema to accelerate students.	\$9,000	LCFF Supplemental	5846	Licensing Agreements			0.00			Use online platforms to support differentiated ELA and Math instruction for students with IEPs.	181-12
Early Literacy Coach supports foundational skills mastery and teachers' efficacy with UFLI, EL Education	\$94,243	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	10736	TSA 11Mon 12Pay	0.60			High Quality Student Work and Academic Discourse, Strong Literacy Instructional Routines: Students demonstrate oral language through reading, writing, and storytelling connected to EL Education module topics and EnCompass Powers. Activities foster belonging, community, and academic identity.	181-13
Community Engagement: Family Engagement Lead, COST, SST, Attendance Coordination, Student leadership Building, Coordinate and Anchor Student Leadership Hub for student referrals for students requiring support for school success, Coordinate Mental Health , Participate in ILT, FC, and SSC, Shared Site support, Coordinate PBIS program, Sown to Grow and Healthy Oakland Kids, collect and monitor data for school culture, engage community stakeholder, create positive school culture through events, SEL and MTSS support from recess, coaching classified staff around how to differentiate and support positive play during recess.	\$91,048	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	9316	Program Mgr Community School	0.50			Family Engagement and Attendance Campaigns:STUDENT CELEBRATION EVENTS: Use Free Dress Days, Talent Shows, Song Fest, and Dance Fest as recognition incentives tied to attendance, academic growth, and participation in school campaigns.	181-14
Early Literacy Coach supports,enhances reading instruction for students with a particular focus on foundational skills for TK-5, and on grade TK-2 literacy curricula. This role involves monitoring and analyzing data, creating and managing targeted reading groups,coaching and collaborating with teachers and tutors to ensure that all students meet literacy benchmarks.	\$62,828	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	10736	TSA 11Mon 12Pay	0.40			Strong Literacy Instructional Routines: Fund Language and Literacy Coach	181-15
Language and Literacy Coach provides observation and feedback, PLC and planning support, EL Ed materials management for grades 3-5, lifesills and literacy integration w/ students.	\$54,636	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	10738	TSA 10Pay	0.40			Strong Literacy Instructional Routines: Fund Language and Literacy Coach	181-16
TSA is Focuses instruction on writing integrating social studies Provide small group acceleration on foundational literacy, math Increase student discourse throughout the day through protocols implementation Collaborate with principal/ILT Assessment Data coordination and support planning and instructional practices	\$22,983	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	10739	TSA 10Pay	0.20			Fund a teacher to for math differentiation, and to integrate arts, social studies, and language development for Tier 2 students needing additional access and engagement.	181-17
Operation costs	\$7,525	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs			0.00			Fund Early Literacy Coach	181-18

PROPOSED 2026-27 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 SPSSA ACTIVITY	BUDGET ACTION NUMBER
SIPPS instruction to increase foundational skills mastery	\$46,032	Measure AA (The Oakland Children's Initiative)	2105	Classified Instructional Aide Salaries		Early Literacy Reading Tutor	0.80			Strong Literacy Instructional Routines: UFLI and SIPPS PROGRESS MONITORING: Teachers use PLC time to analyze mastery test data by student, track pacing integrity, and identify who needs targeted support. ILT analyzes grade-level and schoolwide trends each cycle.	181-19
Pays for EEIP teacher to provide prep through science/art enrichment classes for whole child development, increasing school engagement. The Arts is especially important for Tier 2-3 students who have gifts beyond academic performance.	\$66,984	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	1562	Teacher Education Enhancement	0.50		Student Connectedness to School	EEIP provides extra prep through enrichment classes and push in/pull out small groups.	181-20
Pays for EEIP teacher to provide prep through science/art enrichment classes for whole child development, increasing school engagement. The Arts is especially important for Tier 2-3 students who have gifts beyond academic performance.	\$55,314	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	10107	Teacher Education Enhancement	0.50		Student Connectedness to School	EEIP provides extra prep through enrichment classes and push in/pull out small groups.	181-21
Supplies for Family Literacy Kits in Reading to improve foundational skills in K-1, and gr. 3-5 kits in math to improve math confidence, form positive math identity, increase number sense and provide families schema on math expectations	\$2,580	Title I, Part A Parent & Family Engagement	4399	Unallocated			0.00		i-Ready Reading at or above Mid-Grade	Family Engagement and Attendance Campaigns:FAMILY LITERACY EVENT: Host a Family Literacy Event in October. Train families on supporting reading, vocabulary, and writing at home. Distribute Family Engagement Literacy Kits in ELA and Math.	181-22
Pays for EEIP teacher to provide prep through science/art enrichment classes for whole child development, increasing school engagement. The Arts is especially important for Tier 2-3 students who have gifts beyond academic performance.	\$20,095	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	1562	Teacher Education Enhancement	0.15		Student Connectedness to School	EEIP provides extra prep through enrichment classes and push in/pull out small groups.	181-23
TSA is Focused instruction on writing integrating social studies Provide small group acceleration on foundational literacy, math Support teacher implementation of the ALL-Block lessons Increase student discourse throughout the day through protocols implementation Collaborate with principal/ILT Assessment Data coordination and support planning and instructional practices	\$68,949	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	10739	TSA 10Pay	0.60		SBAC Math Distance from Standard Met	Fund a teacher to for math differentiation, and to integrate arts, social studies, and language development for Tier 2 students needing additional access and engagement.	181-24
Progress Reports, Conferences, SSTs, Tutoring, participation in leadership bodies	\$27,856	Title I, Part A Schoolwide Program	1120	Certificated Teachers' Salaries: Stipends			0.00		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 range 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



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**)
- Student-led Conferences (**Fall, Winter**)
- End of Term Report Cards (**Spring**)
- Learning Showcase (**May**)
- Weekly parent/guardian Crew meetings: Academic Workshops, Safety and well-being training
- Oakland Promise/College Readiness education

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

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

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

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

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

- Title 1 Meeting presentation in August
- 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/ CSM with support from bilingual 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 ParentSquare.

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 ParentSquare

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 **August**. Translation, childcare, and ample notice is given via Parent Square
- All fliers, conferences, events 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 SELs meetings held monthly and family members are given ample notice via fliers, 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 at meeting. 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 jointly-developed policy was adopted by EnCompass Academy on August 26, 2025 and will be in effect for the period August 26, 2025 through May 29, 2026.

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

Minh-Tram Nguyen



8-26-2025

Name of Principal

Signature of Principal

Date

Link: **2025-26 Title 1 School-Parent-Student Compact EnCompass**



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 progreso (otoño, invierno)
- Boletas de calificaciones de fin de período (primavera)
- Exhibición de aprendizaje (mayo)

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

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

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

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

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

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

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

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

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

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

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

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

- Proporcionar una notificación y traducción al español e inglés

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

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

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

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

OUSD Participación Familiar Estándar 4: aprendizaje en el hogar

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

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

- Estándares básicos comunes
- 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 **agosto**. 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, que fue creada en conjunto, fue adoptada por EnCompass Academy **el 26 de agosto de 2025 y estará vigente del 26 de agosto de 2025 al 29 de mayo de 2026.**

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:



Fecha: 8-26-2025

EnCompass Academy School-Parent Compact (2025-26)

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 agreement is a promise we make together—the school, our families, and our students. It explains how we will all work as partners to help every child succeed and meet California's academic goals.

School Responsibilities

The school agrees to do the following to the best of its ability:

- **Provide an excellent education.** We will provide high-quality lessons in a safe, positive, and healthy classroom. We will use different types of support to meet each child's individual needs.
- **Communicate clearly.** We will share our goals and expectations with students, staff, and families. We will provide regular updates on your child's progress. We will use tools like Parent Square to send notices and messages in your home language.
- **Offer opportunities to connect.** We will have meetings to discuss your child's progress and achievement, including student-led conferences in the fall and winter. We will provide translation support if you need it.
- **Be available to you.** Our staff will be available to meet with you to discuss your child's progress. We can coordinate translation support for these meetings. Teachers may also make home visits or have conversations outside of school hours to build stronger relationships.
- **Welcome all families.** We will make sure all families, including those with disabilities or who speak a different language, have chances to get involved. We will provide a way for you to volunteer in the classroom or watch class activities. We will make sure all meetings are held in accessible locations.
- **Provide materials and training.** We will give you resources to help your child at home, such as tips for early reading, how to understand test scores, and how to help with homework.
- **Value family contributions.** We will train our staff to see families as equal partners in their child's education. We will work with you to solve any problems your child may face in school.

Parent/Guardian Responsibilities

As a parent/guardian, I will support my child's learning by doing the following:

- I will actively talk with my child's teacher about my child's needs. If I have a concern, I will reach out to the teacher first. My questions will always be welcomed.
- I will respond to messages from the school and my child's teacher.
- I will help my child have a healthy balance with screen time, and monitor their online activities to prevent online bullying, harassment, or predator.
- I will be involved in decisions about my child's education.
- I will follow through on the school's recommendations and let the school know if I need help.
- I will talk with my child about why hate speech and racial slurs such as the N-word are not allowed at school and can result in suspension.
- If I have concerns about a student-to-student issue, I will contact school staff to help. I will not try to resolve the issue directly with another family or their child.
- I will review this agreement with my child.
- When on campus, I will model the school's guiding principles (posted around the school).

Student Responsibilities

I know I have the power and responsibility to respect, care for, and work hard at school. I agree to do the following to the best of my ability:

- I will get to school on time every day.
- I will do my homework every day.
- I will take responsibility for my work, ask for help when I need it, and use different ways to solve problems.
- I will respect my school, classmates, and all staff and family members. Name calling, teasing for what people wear, or how they look are not acceptable.
- I understand that using the N-word or any other racial slur will not be tolerated. This serious behavior could result in a suspension. I will not bring any of the following to school:
 - Open-toed shoes (like Crocs or slides)
 - Weapons or "pretend weapons"
 - Toys (like action figures or Pokémon cards)
 - Jewelry that hangs or dangles
 - Gum, candy, or junk food
 - Cell phones or other electronics (see policy below)

Cell Phone and Electronics Policy

If students must bring a cell phone, they cannot use it during school hours. If a phone is seen or heard, it will be taken away. The school is not responsible for any lost or stolen items.

- **First Time:** The phone will be taken and you must pick it up at the end of the school day.
- **Second Time:** The phone will be taken and you must pick it up after five school days.
- **Third Time:** The phone will be taken and you must pick it up at the end of the school year.
- **Help me find the leader within myself:** I will develop skills like teamwork, problem-solving, kindness, and taking responsibility.
- I will limit my screen time at home.
- I will exercise, drink water, and eat healthy foods every day.

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 agreement was adopted by EnCompass Academy in **August 2025** and will be in effect for the **2025-26 school year**. The school will share this agreement with all families by **September 2025**. This jointly developed policy was adopted by EnCompass Academy on **August 26, 2025** and will be in effect for the period **August 26, 2025 through May 29, 2026**.

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

Minh-Tram Nguyen



August 26, 2025

Name of Principal

Signature of Principal

Date

Pacto entre la escuela y los padres de EnCompass Academy 2025-26

Este Pacto entre la Escuela y los Padres se ha desarrollado en conjunto con los padres y miembros de la familia y describe cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes y los medios por los cuales la escuela y los padres construirán y desarrollarán una asociación para ayudar a los estudiantes a alcanzar los altos estándares académicos del Estado de California.

Este acuerdo es una promesa que hacemos juntos: la escuela, nuestras familias y nuestros estudiantes. Explica cómo trabajaremos en equipo para ayudar a cada niño a tener éxito y alcanzar las metas académicas de California.

Responsabilidades de la escuela

La escuela se compromete a hacer lo siguiente lo mejor que pueda:

- **Proporcionar una educación de excelencia.** Ofreceremos clases de alta calidad en un aula segura, positiva y saludable. Utilizaremos diferentes tipos de apoyo para satisfacer las necesidades individuales de cada niño/a.
- **Comunicarse con claridad.** Compartiremos nuestras metas y expectativas con los estudiantes, el personal y las familias. Les mantendremos informados periódicamente sobre el progreso de su hijo/a. Utilizaremos herramientas como Parent Square para enviar avisos y mensajes en su idioma materno.
- **Ofrecer oportunidades para conectarse.** Tendremos reuniones para hablar sobre el progreso y los logros de su hijo/a, incluyendo conferencias dirigidas por estudiantes en otoño e invierno. Le brindaremos apoyo con traducción si lo necesita.
- **Estar disponible para usted.** Nuestro personal estará disponible para reunirse con usted y hablar sobre el progreso de su hijo/a. Podemos coordinar servicios de traducción para estas reuniones. Los maestr@s también podrían realizar visitas a domicilio o conversar fuera del horario escolar para fortalecer la relación.
- **Bienvenidas todas las familias.** Nos aseguraremos de que todas las familias, incluidas aquellas con discapacidades o que hablan otro idioma, tengan la oportunidad de participar. Les ofreceremos la posibilidad de ser voluntarios en el aula o presenciar las actividades. Nos aseguraremos de que todas las reuniones se celebren en lugares accesibles.
- **Proporcionar materiales y capacitación.** Le brindaremos recursos para ayudar a su hijo/a en casa, como consejos para la lectura temprana, cómo entender los puntajes de las pruebas y cómo ayudar con las tareas.
- **Valorar las contribuciones familiares.** Capacitamos a nuestro personal para que vean a las familias como socios igualitarios en la educación de sus estudiantes. Colaboraremos con usted para resolver cualquier problema que su estudiante pueda enfrentar en la escuela.

Responsabilidades de los padres/tutores

Como padre/tutor, apoyaré el aprendizaje de mi hijo/a haciendo lo siguiente:

- Hablaré activamente con el maestro/a de mi hijo/a sobre sus necesidades. Si tengo alguna inquietud, me comunicaré primero con él/ella. Mis preguntas siempre serán bienvenidas.
- Responderé a los mensajes de la escuela y del maestro/a de mi estudiante.
- Ayudaré a mi estudiante a tener un equilibrio saludable con el tiempo frente a la pantalla y supervisaré sus actividades en línea para prevenir el acoso, el hostigamiento o los depredadores en línea.
- Participaré en las decisiones sobre la educación de mi hijo/a.
- Seguiré las recomendaciones de la escuela y le haré saber si necesito ayuda.
- Hablaré con mi estudiante sobre por qué los discursos de odio y los insultos raciales como la palabra N no están permitidos en la escuela y pueden resultar en una suspensión.
- Si tengo alguna inquietud sobre un problema entre estudiantes, contactaré al personal de la escuela para obtener ayuda. No intentaré resolver el problema directamente con otra familia ni

- con su estudiante.
- Revisaré este acuerdo con mi estudiante
- Cuando esté en el campus, modelaré los principios rectores de la escuela (publicados en toda la escuela).

Responsabilidades de los estudiantes

Sé que tengo el poder y la responsabilidad de respetar, cuidar y esforzarme en la escuela. Me comprometo a hacer lo siguiente lo mejor que pueda:

- Llegaré a la escuela a tiempo todos los días.
- Haré mi tarea todos los días.
- Asumiré la responsabilidad de mi trabajo, pediré ayuda cuando la necesite y utilizaré diferentes formas de resolver problemas.
- Respetaré a mi escuela, a mis compañeros de clase y a todo el personal y los miembros de mi familia. Los apodos, burlas por la ropa que alguien usa o por su apariencia no son aceptables
- Entiendo que no se tolerará el uso de la palabra con N ni ningún otro insulto racial. Este grave comportamiento podría resultar en una suspensión dentro o fuera de la escuela.
- No traeré ninguno de los siguientes a la escuela:
 - Zapatos abiertos (como Crocs o chanclas)
 - Armas o "armas de mentira"
 - Juguetes (como figuras de acción o tarjetas de Pokémon)
 - Joyas que cuelgan o cuelgan
 - Chicle, caramelos o comida chatarra
 - Teléfonos celulares u otros dispositivos electrónicos (ver política a continuación)

Política sobre teléfonos celulares y dispositivos electrónicos

Si los estudiantes deben traer un celular, no podrán usarlo durante el horario escolar. Si ven o escuchan un teléfono, se le confiscará. La escuela no se responsabiliza por la pérdida o el robo de objetos.

- **Primera vez:** El teléfono será confiscado y deberás recogerlo al final del día escolar.
- **Segunda vez:** El teléfono será confiscado y deberás recogerlo después de cinco días escolares.
- **Tercera vez:** El teléfono te será retirado y deberás recogerlo al final del año escolar.
- **Ayúdame a encontrar al líder dentro de mí:** Desarrollaré habilidades como el trabajo en equipo, la resolución de problemas, la amabilidad y la asunción de responsabilidad.
- Limitaré el tiempo que pasó frente a la pantalla en casa.
- Voy a hacer ejercicio, beber agua y comer alimentos saludables todos los días.

Si un Plan Escolar del Título I no es satisfactorio para los padres, un padre puede enviar cualquier comentario sobre el plan (SPSA) a la Oficina de Planificación de Recursos Estratégicos.

Adopción

Este acuerdo fue adoptado por la Academia de EnCompass en agosto del 2025 y estará vigente durante el ciclo escolar 2025-2026. La escuela compartirá este acuerdo con todas las familias antes del 30 de septiembre del 2025. Esta política, fue creada en conjunto, y fue adoptada por EnCompass Academy el 26 de agosto del 2025 y estará vigente del 26 de agosto del 2025 al 29 de mayo del 2026.

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

Minh-Tram Nguyen



8-26-2025

Nombre del director

Firma del Director

Fecha



Strategic Resource Planning (SRP)

EnCompass Academy
School Site Council Membership Roster
2025-2026

SSC - Officers

Chairperson:	Melissa Espinoza
Vice Chairperson:	Maria Silva
Secretary:	Gwendolyn Benitez

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

Member's Name	Principal	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"/>	n/a
Melissa Espinoza	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Gwendolyn Benitez	<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"/>	2
Claudia Reyes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Maria Silva	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Guadalupe Hernandez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Neda Saleh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Rasolan Crocker (alternate)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: (Day/Month/Time)	2nd Thursdays, 4:30-6pm
--	--------------------------------

**** APPROVED FOR SMALLER SSC**

****SSC Legal Requirements (EC Sections 65000-65001):**

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

1 Principal

2 Classroom Teachers

1 Other Staff

AND

4 Parents/Community Members