

Board Office Use: <b>Legislative File Info.</b>	
File ID Number	22-1710
Introduction Date	8/24/22
Enactment Number	22-1482
Enactment Date	8-24-2022 CJH



# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 24, 2022

**Subject** 2022-2023 School Plan for Student Achievement (SPSA) for Fred T. Korematsu Discovery Academy

**Ask of the Board** Approval by the Board of Education of the 2022-2023 School Plan for Student Achievement (SPSA) for Fred T. Korematsu Discovery Academy.

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

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

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

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

**Attachment(s)**

- 2022-2023 School Plan for Student Achievement (SPSA) for Fred T. Korematsu Discovery Academy



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

## 2022-2023 School Plan for Student Achievement (SPSA)

**School:** Fred T. Korematsu Discovery Academy  
**CDS Code:** 1612590112813  
**Principal:** Amie Lamontagne  
**Date of this revision:** 5/3/202

**Board Office Use: Legislative File Info.**  
**File ID Number:** 22-1710  
**Introduction Date:** 8/24/2022  
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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:** Amie Lamontagne

**Position:** Principal

**Address:** 10315 E Street

**Telephone:** 510-639-3377

Oakland, CA 94603

**Email:** amie.lamontagne@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/3/2022*

*The District Governing Board approved this revision of the SPSA on: 8/24/2022*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Gary Yee, Board President**

## 2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

**School Site:**

Fred T. Korematsu Discovery

**Site Number:** 172

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

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

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

**Date(s) plan was approved:** 5/3/2022

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

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

**Signatures:**

Amie Lamontagne

*Principal*

*Amie Lamontagne*

Signature

5/3/2022

Date

Miguel Ahumada

*SSC Chairperson*

*Miguel Ahumada*

Signature

5/3/2022

Date

Kathleen Arnold

*Network Superintendent*

*Kathleen Arnold*

Signature

May 18, 2022

Date

Lisa Spielman

*Director, Strategic Resource Planning*

*Lisa Spielman*

Signature

5/18/22

Date

**2022-23 SPSA ENGAGEMENT TIMELINE****School Site:** Fred T. Korematsu Discovery Academy**Site Number:** 172

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/30/2021	SSC & SELLS	Reviewed Site Plan and made budget adjustments for 21-22
1/11/2022	SSC & SELLS	Reviewed and Approved Title 1, Title 1 Parent, and Title 4 budget menu for 2022-2023.
1/3/2022	Staff	Reviewed current 21-22 SPSA and gave feedback on goals, strategies & actions, and budget alignment
4/21/2022	ILT	Conducted Annual Review & Update, Needs Assessment, and MTSS Plan.

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

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

### Early Childhood Education Program

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

### Summer Learning Program

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

### Transitional Students and Families Unit

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

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

## 2022-2023 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$80,360.00
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	\$434,563.77

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$73,500.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$12,780.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,960.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$163,280.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$4,900.00	TBD	After School Education and Safety Program (ASES #6010)	\$131,143.77	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$47,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$80,360.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$354,203.77</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$434,563.77</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

## 2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

### 1A: ABOUT THE SCHOOL

**School:** Fred T. Korematsu Discovery Academy

**School ID:** 172

#### School Description

Named for local civil rights hero, Fred T. Korematsu, Korematsu Discovery Academy (KDA) hosts a diverse population of Latino, African American, Asian, Pacific Islander, and Middle Eastern students in East Oakland. We teach an integrated curriculum designed to develop English skills for all of our students, as well as providing specific English Language Development (ELD) classes daily. Our curriculum is based on the Common Core Standards and our teachers focus on highly personalized small-group instruction and mini-lessons that give students time to experience Blended Learning, a technology-rich approach that allows each student to set and achieve goals. We are a science-focused school and our students participate in hands-on science experiences regularly. Our students show consistent growth on district and state measures!

#### School Mission and Vision

At Korematsu Discovery Academy we will provide a nurturing environment committed to achieving excellence. All students will be challenged to reach their maximum potential by learning at their level to provide a solid foundation of skills, knowledge and values. This foundation will enable each student to become a well-educated, productive adult able to cope with an ever-changing world.

All of our learners:

1. Effective Communicators who will use verbal, written, artistic and technological forms of communication to give, send, and receive information.
2. Inspired Learners who are accountable for demonstrating, assessing, and directing their present and life-long intellectual growth.
3. Productive Workers who perform collaboratively and independently to create quality products and services that reflect personal pride and responsibility.
4. Responsible Citizens who have a global and multi-cultural perspective, and who take the initiative for improving the quality of life for self and others.
5. Resourceful Thinkers who independently and creatively strive to solve complex problems through reflection, risk taking, and critical evaluation.

### 1B: STUDENT GOALS & TARGETS

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

##### Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	29%	<i>not available until Fall 2022</i>	49%

i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	19%	<i>not available until Fall 2022</i>	39%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	6%	<i>not available until Fall 2022</i>	26%
<b>English Language Arts Measures &amp; Annual Targets</b>					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-78.2	n/a	<i>not available until Fall 2022</i>	-68.20
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	7%	<i>not available until Fall 2022</i>	27%
<b>Mathematics/Science Measures &amp; Annual Targets</b>					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-74	n/a	<i>not available until Fall 2022</i>	-64
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	<i>not available until Fall 2022</i>	30%
CAST (Science) at or above Standard	All Students	14%	n/a	<i>not available until Fall 2022</i>	30%

<b>LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.</b>					
<b>Academic Measures &amp; Annual Targets for Focal Student Groups</b>					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-171	n/a	<i>not available until Fall 2022</i>	-151.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-82.2	n/a	<i>not available until Fall 2022</i>	-72.2
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	0%	<i>not available until Fall 2022</i>	15%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-163.9	n/a	<i>not available until Fall 2022</i>	-143.9



SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-89.7	n/a	<i>not available until Fall 2022</i>	-79.7
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**Reclassification Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	4%	1%	<i>not available until Fall 2022</i>	14%
LTEL Reclassification	Long-Term English Learners	0%	0%	<i>not available until Fall 2022</i>	10%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	0%	76%	<i>not available until Fall 2022</i>	80%
Out-of-School Suspensions	All Students	3%	n/a	<i>not available until Fall 2022</i>	2%
Out-of-School Suspensions	African American Students	9%	n/a	<i>not available until Fall 2022</i>	5%
Out-of-School Suspensions	Special Education Students	6%	n/a	<i>not available until Fall 2022</i>	3%
Chronic Absenteeism	All Students	21%	27%	<i>not available until Fall 2022</i>	15%
Chronic Absenteeism	African American Students	29%	48%	<i>not available until Fall 2022</i>	20%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	75%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	80%

**1C: STRENGTHS, CHALLENGES & ROOT CAUSES**

<b>Focus Area:</b>	<b>Priority Strengths</b>	<b>Root Causes of Strengths</b>
<i>LCAP Goal 1: College/Career Readiness</i>	Growth in 3-5 iReady for both Math and Reading from BOY to MOY 3-5 students receiving targeted intervention with SIPPS Plus	Teacher implementation of new curriculum Daily use of iReady My Path lessons Training for 3-5 teachers in SIPPS implementation
<i>LCAP Goal 2: Focal Student Supports</i>	Students with IEPs receive consistent services from a team that is collaborative and responsive African American students improved on iReady Diagnostic from Fall to Midyear in Reading	IEP teams meeting consistently and have a shared tracker to communicate about upcoming assessments and IEPs. AA students are supported by a diverse staff who have done Anti-Racist Leadership work and collaboration with AAMA
<i>LCAP Goal 3: Student/Family Supports</i>	Exceeding projections for this year. Enrolling more diverse student body. Multiple layers of mental health support: social worker, clinician, intervention specialist, intern, and AmeriCorps member.	Stronger relationships with community, AAMA, and families. Prioritization of budget to create positions and partnerships that bring supports to KDA.
<i>LCAP Goal 4: Staff Supports</i>	100% staff retention through Distance Learning. 9/13 teachers reflect the diverse student body.	Administration focused on supporting teacher mental health and encouraging staff interest in professional development spaces.
<b>Focus Area:</b>	<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>
<i>LCAP Goal 1: College/Career Readiness</i>	Students are missing long stretches of learning.	Pandemic.
<i>LCAP Goal 1: College/Career Readiness</i>	Students need more personalized learning than we have time and personnel to provide.	Learning gaps are varied among students due to ability to engage in Distance Learning.
<i>LCAP Goal 2: Focal Student Supports</i>	Only 13% of African American students and 7% of students with IEPs have Satisfactory attendance this year.	Disproportionate impact of COVID on these communities. Lack of staffing in SDC classrooms. No AAMA this year.
<i>LCAP Goal 3: Student/Family Supports</i>	Chronic absenteeism is at an all time high. Families are not participating in engagement opportunities.	A return to school means it is easier to disconnect from learning if it is not happening in your home.
<i>LCAP Goal 4: Staff Supports</i>	Unable to secure subs for classified positions. Vacancies in classified/classroom support positions.	Non-credentialed positions often do not pay a competitive salary that will allow staff to comfortably support themselves.

**1D: IDENTIFIED NEED**

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

**1E: RESOURCE INEQUITIES**

Our students do not have the same access to PTA funds as other students in OUSD and across the state. Compared to schools with similar demographics and enrollment, resources are comparable. Our students are fortunate to have high teacher retention at KDA, and teachers write grants to fund field trips, projects, and other learning experiences. We will continue to mitigate the impact of the inequities our students face by securing grant funding, connecting families with resources, supporting staff development, and improving instructional practices.

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

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

## 2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

**School:** Fred T. Korematsu Discovery Academy

**SPSA Year Reviewed:** 2021-22

**SPSA Link:** [2021-22 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.**

Teachers have focused on learning, aligning, and implementing a new ELA curriculum with designated ELD lessons. They are working collaboratively to analyze data and provide targeted literacy support with SIPPS. There were many things that were harder to implement with regards to student and family supports due to COVID protocols. Attendance was a challenge all year for this reason.

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

Providing time for teachers to unpack and plan with the new curriculum using additional minimum days and two additional PD days in August has been the most impactful strategy to support teachers and ultimately students. Teachers are more prepared and therefore students are more engaged with the new curriculum.

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

We will shift our focus to learning and implementing a new math curriculum, which can be seen in our strategies and practices for Standards Aligned Instruction. We will also continue our focus on whole student support by having two mental health interns in addition to Lincoln Child Care and a Social Worker. Our STEAM lab will be open and available to support teachers in providing hands on science and math experiences.

### 2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
STIP	i-Ready Reading at or above Mid-Grade	-Small group intervention (Tier 3) -SIPPS instruction -Classroom support and coverage	The ability to provide targeted small group and individual Tier 3 intervention in K-2 has supported students in making progress.	We will continue to have our K-2 STIP support with small group instruction and push into TK/K for in class support.
CSM	Chronic Absenteeism	-Leads COST and Attendance Team -Supports planning of Tier 1 culture and climate -Create & maintains community partnerships to support families -Facilitates Tier 3 Harm Circles	Having a CSM has allowed us to focus on supporting the whole child and the whole family through school culture and community partnerships	We will continue to have a CSM; however, we will not fund this position from Title 1

Teacher Extra Comp: Intervention	SBAC ELA Distance from Standard Met	-Teachers participate in additional PD days in August to be trained in intervention strategies and SIPPS curriculum	Students in grades 3-5 are receiving targeted intervention with SIPPS which is allowing them to make marked growth in literacy.	We will continue to fund additional teacher planning time for intervention and targeted instruction
Instructional Supplies	College/Career Readiness	-Purchasing supplies to support with STEAM lab and arts integration	100% of teachers and students are using art during science and literacy to support students	We will continue this funding to be able to ensure additional supplies that support all learning modalities
Lincoln Child Care Center & OUSD Mental Health Services	Student Connectedness to School	-Individual therapy provided to 20 students -Lunch bunches serving up to 50 students -Push in classroom support	Students and families who need support are receiving it!	We will continue our partnership with Lincoln
Licensing Agreements	College/Career Readiness	-Seesaw platform to support online assignments and continued engagement with tech based learning -NewsELA for access to lexile leveled non fiction texts.	These programs support students and teachers in using technology to enhance classroom learning.	We will continue to fund licensing agreements for online platforms that support student engagement and personalized learning.
Classified Extra Comp: Translation	ELL Reclassification	-Paid overtime for staff to support with translating parent teacher conferences and other family engagement meetings	This supported teachers in communicating with ALL families, regardless of language barriers	We will continue to fund these overtime hours.
Contract: Parent Trainings	ELL Reclassification	-Because of COVID protocols, we had limited opportunities to do in person parent workshops. We ended up reallocating these funds.	N/A	We will use funds next year instead to support families in getting fingerprinting done so that they can be school based volunteers.

**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

**School:** Fred T. Korematsu Discovery Academy

**School ID:** 172

**3: SCHOOL STRATEGIES & ACTIONS**

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

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

**School Priority:**

Teachers and Leadership will work collaboratively together with District supports, families, and students to create a school environment where students feel connected, safe, and welcome.

**School Theory of Change:**

If we encourage daily attendance and strengthen climate and culture through PBIS, SEL, Restorative Justice, Responsive Classroom practices and collaboration between families and the school, then students will be more likely to attend school regularly and feel connected, resulting in a decrease in chronic absenteeism and suspensions.

**Related Goal:**

Students and families are welcomed, safe, healthy, and engaged.

**Students to be served by these actions:**

*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Families Year 1: Once a month, teachers host a classroom event and invite parents to participate. Teachers provide distanced options for parents to engage (Zoom).	Families Year 1: Provide planning and PD time at the beginning of the year for teachers to calendar these monthly events and create a schoolwide calendar to distribute to parents. Connect with Family Engagement District Support for continued Professional Development.	-Schoolwide calendar of monthly classroom events -Collect sign in sheets		

1-2	Connectedness Year 1: All teachers implement Helper of the Day and create an opportunity monthly to interact with a small group of students (i.e., lunch bunch, tea time, etc.)	Connectedness Year 1: Support teachers to create a tracking mechanism for small group intervention and Lunch Bunch with Principal and CSM at least once per month. Create rotating schedule for afternoon recess duty. Support creating classroom specific calendars for teachers to know when students are participating in lunch bunch, etc	-Decrease in URFs -Increased attendance rate -Increase in percentage of students who feel connected to school on CHKS survey		
1-3	Connectedness Year 1: All teachers meet with a cross grade buddy classroom 1x month.	Connectedness Year 1: Support planning for cross-grade buddy classrooms.	-Decrease in URFs -Increase in attendance rate -Student survey data showing students identify another classroom as a safe space		
1-4	Suspensions Year 1: Teachers are matching student misbehavior to a function and provide a logical consequence/response.	Suspensions Year 1: Professional Development (Cycle 1: Responsive Classroom) and ongoing consultation with classroom teachers on matching student behavior to an intervention; provide professional development on logical consequences and create school-wide aligned responses.	-Decrease in URFs for focal group (newcomers) -Decrease in suspension rates for focal groups (AAM)		
1-5	Suspension & Connectedness Year 1: Teachers will identify students for social skills and newcomer groups using SSRS data/COST referrals.	Suspension & Connectedness Year 1: Build schedule of social skills groups and newcomer support groups with additional Lincoln Child Center therapist.	-Decrease in URFs for focal group (newcomers) -Decrease in suspension rates for focal groups (AAM) -Increased attendance rate for focal groups (AAM)		

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

<b>School Priority:</b>	Teachers and school Leadership will work collaboratively to improve understanding of Common Core State Standards, using this understanding to improve planning practices and teachers' ability to create rigorous tasks and use data to improve instruction.
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<b>School Theory of Change:</b>	If teachers understand Common Core State Standards, how to plan a meaningful task, ensure that every unit is unpacked and planned using CCSS and content alignment, and engage students in rigorous tasks, then students will improve achievement on SBAC Math and ELA, and CAST.				
<b>Related Goal(s):</b>	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.				
<b>Students to be served by these actions:</b>	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Teachers backwards plan using new math curriculum and pacing guide	Schools provide a schedule for regular planning time for each grade level	End of unit assessments iReady assessment data		
2-2	Use data regularly to create and shift groups for targeted, small group intervention/strategy instruction. -Formative Assessments/Exit Tickets -RAP protocol -iReady	Provide clear protocols for PLC and create PD/PLC agendas that allow teachers time to look at data weekly in order to inform instructional practices. Provide training on using Illuminate.	-PLC agendas/notes -Unit plans with identified tasks and assessments for data gathering -Observational data/Walkthrough Tool -Formative Assessments in Illuminate		
2-3	Teachers focus on using 4 Levels of feedback to provide identified focal students with feedback on task, process, self-regulation, and self during small group instruction.	Principal conducts regular observation and feedback cycles. STIP sub provides coverage for teachers to engage in data conferences to improve instructional practices.	-Google docs for observation/feedback -Data Conference protocols -Student achievement data		
2-4	All teachers host Expo Night at the end of the school year.	ILT and Math/Science Leads work together to design STEAM Room.	-STEAM Room grant -Expo Night engagement from families		



2-5	Nurture positive math identities & mathematical agency and provide culturally sustaining strategies with mathematical rigor. Teachers will provide rich mathematical experiences aligned to grade-level standards that build conceptual understanding, procedural fluency, and application in equal intensity.	Provide regular collaboration time to integrate culturally sustaining strategies in instruction.	Student work Improved i-Ready proficiency Classroom observation		
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**District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum**

<b>School Priority:</b>	Working in collaboration with each other and with support from the ILT and school Leadership, teachers will review classroom libraries, technologies, and teaching practices for equity and access, improving the implementation of instructional practices and classroom environments to support all learners at KDA.
<b>School Theory of Change:</b>	If teachers and leadership ensure equity and access to content, instruction, and technology, then all students at KDA will be able to continuously grow towards meeting/exceeding CCSS in English Language Arts.
<b>Related Goal(s):</b>	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Ensure balanced, intentional use of technology and pencil/paper literacy daily.	Provide access to technology to support Literacy (RAZkids, AR, NewsELA, Epic!) and books other than textbooks.	-Balanced daily classroom schedules -Data in online platforms		
3-2	Provide multiple access points for students to show their understanding of reading/writing in content areas: blogs/essays/brochures/posters, Reader's Theater.	ILT and DTL provide support for training and templates.	-Observation data -ILT Feedback -Unit plans -Student work w/ QR codes -Student work linked to KDA website		

3-3	Complex texts used at least 3x a week to guide comprehension strategies and book talks.	Provide consistent PD on how students learn to read and write. Provide PD in specific areas (i.e. letter flipping, dyslexia).	-Observation data -Lesson plans/Unit plans -IAB data		
3-4	Use actionable data to provide differentiated, targeted small group reading instruction K-5 (DIBELS, SIPPS Mastery Tests). Literacy tutor (K-2) and Academic Mentors (3-5) provide intervention support using SIPPS Intervention Kits.	Align site calendar to support consistent progress monitoring of reading skills. PD to deepen understanding of how to use DIBELS data and small group best practices. Lead monthly reviews of reading data K-5 to support differentiating instruction and aligning reading instruction using the Big 5 (Phonemic awareness, phonics, vocabulary, fluency, comprehension) in all grade levels.	-School Assessment Calendar -DIBELS, ORF data -SIPPS Mastery Test Tracker -IAB data -iReady Data -Foundational skill assessment data that shows student progress		
3-5	Grades 3-5 use SIPPS to support literacy intervention based on iReady data. 3rd grade teacher(s) implement SIPPS Challenge and SIPPS plus whole class to support students transitioning from 2nd grade.	Provide PD for 3-5 teachers on using SIPPS. Provide whole school PD on aligning intervention and instruction based on iReady data.	-Learning walk data documents fidelity of curriculum implementation. (e.g. Indicators monitored via use of SIPPS Site Implementation Tool) -Foundational skill assessment data (e.g. Letter Name ID, i-Ready Diagnostic, SIPPS Mastery Tests, PSF, LNF) that shows student progress -All teachers have foundational skills instruction on their weekly schedules.		
3-6	GLAD units personalized and used to support language acquisition and utilization across all grade levels and content areas.	Provide planning time for teachers to match GLAD units to standards and support backwards mapping.	-Observational Data -ELPAC data -RI data		

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

<b>School Priority:</b>	Build a network among teachers to access support so that teachers can engage in professional development to deepen their understanding of our context, implicit bias, and how to leverage resources to support students.
<b>School Theory of Change:</b>	If we create a strong network among teachers for resources and support, then teachers will feel prepared to engage in learning that will deepen their understanding of the Oakland context, their own biases, and best practices to support students, and all students at KDA will experiences success.
<b>Related Goal(s):</b>	Our staff are high quality, stable, and reflective of Oakland’s rich diversity.

**Students to be served by these actions:** *All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Use trauma-informed/culturally responsive techniques to create classroom environments and instructional experiences that support students.	Provide PD cycle on using the Responsive Classroom and Logical Consequences. Create walkthrough tool that reflects which Big Rocks would show evidence of a Cultrually Responsive Classroom. Support teachers in setting up a Responsive Classroom through a partnership with Lincoln Child Care and Behavioral Health. Provide differentiated trauma-informed PD.	-Teacher feedback on Google Forms -Decrease in URFs from classrooms -Peace Corners, Responsive Classroom Techniques noted on walkthrough tool		
4-2	Consult with AAMA facilitator to support students in a culturally responsive way.	Coordinate with AAMA to provide programming.	-AAMA Consultation Tracker -Reduction in suspensions and chronic absenteeism for AA students		
4-3	Leverage site-based resources for support and feedback, such as the Culture and Climate Team.	Build a teacher-focused resource hub in staff room with: list of teacher leaders, printed professional development calendars, teacher library, and information about PD opportunities.	-100% of teachers participate in outside Professional Development -List of teachers and resources in P3		

4-4	After building an understanding of new EL curriculum, use liberatory design mindsets to analyze unit plans and engagement practices.	Provide PD on using 12 questions to analyze EL unit plans. Support PLCs to analyze unit plans during designated minimum days.	-Unit plans include analysis of how students will learn to think critically and learn about other cultures/history. -Improved CHKS student data		
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**CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))**

<b>School Priority:</b>	Reduce Chronic Absenteeism for African American Students by 10%.
<b>School Theory of Change:</b>	If we engage Black Families and Students in meaningful ways and prioritize instruction that supports Black Student Achievement, then we will see an improvement in attendance among our Black students.
<b>Related Goals:</b>	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
<b>Students to be served by these actions:</b>	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Develop partnerships with Black students and families using strategies such as home visits, advisory, restorative circles, and community meetings.	Build structures and target supports to develop partnerships and foster belonging for all Black students and families, especially those with IEPs and from marginalized communities	Attendance Data CHKS Data		
5-2	Teachers progress monitor the learning of Black students towards meeting the learning target.	Provide professional development on high leverage teaching strategies.	Task of focal Black students  Informal or Formal Learning Walk Data  PD		

5-3	Grounding in language of commitment, engage in collaborative inquiry to improve learning for Black students from Black, Brown and marginalized communities.	Continue partnership with AAMA to support 3rd-5th grade students	Attendance Data Parent Conference Data		
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**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS ([elementary instructions & resources](#))**

<b>School Priority:</b>	By May 2021, 25% of English Language Learners at KDA will be reclassified.
<b>School Theory of Change:</b>	If we increase access to language through GLAD, art/music integration, newcomer supports, and Designated ELD, then English Language Learners at KDA will be able to continuously develop their language and reclassify in six years or less.
<b>Related Goals:</b>	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
<b>Students to be served by these actions:</b>	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Integrate GLAD strategies into all subjects and use visuals for vocabulary.	Support teachers in aligning academic language schoolwide through PD.	-Observation/walkthrough data		
6-2	Integrate music and art into different content areas to support multiple modes of learning.	Create contracts/partnerships with artists/musicians in order to support teachers with arts integration.	-MOUs/Contracts with arts programs		
6-3	Implementation of California ELD standards and Designated ELD: Productive.	Provide PD and planning time for teachers to understand and implement ELD standards.	-SOLOM and SWOLM data -Increase in reclassification with ELPAC and RI		
6-4	Support newcomers with small group instruction and strategic language opportunities.	Create newcomer "onboarding plan" for students and families.	-Increase in parent engagement and connectedness on CHKS		

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 172

School: Fred T. Korematsu Discovery Academy

After School Program Contract	\$131,144	After School Education & Safety (ASES)	5825	Consultants		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	Use data regularly to create and shift groups for targeted, small group intervention/strategy instruction. -Formative Assessments/Exit Tickets -RAP protocol -iReady	172-1
10-Month Teacher on Special Assignment (TSA)	\$117,764	One-Time COVID Funding	1119	Certificated Teachers on Special Assignment Salaries		10-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Nurture positive math identities & mathematical agency and provide culturally sustaining strategies with mathematical rigor. Teachers will provide rich mathematical experiences aligned to grade-level standards that build conceptual understanding, procedural fluency, and application in equal intensity.	172-2
Academic Mentor	\$6,929	Title I: Basic	2928	Other Classified Salaries: Hourly		Other Classified Salaries: Hourly		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Math at or above Mid-Grade	Teachers backwards plan using new math curriculum and pacing guide	172-3
Academic Mentor (hourly)	\$5,000	LCFF Supplemental	2928	Other Classified Salaries: Hourly		Other Classified Salaries: Hourly		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Use trauma-informed/culturally responsive techniques to create classroom environments and instructional experiences that support students.	172-4
Books	\$13,747	Measure G: Library	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Suspension & Connectedness Year 1: Teachers will identify students for social skills and newcomer groups using SSRS data/COST referrals.	172-5
Certificated Pupil Support Salary	\$90,000	One-Time COVID Funding	1205	Certificated Pupil Support Salaries	8842	Social Worker	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	Use data regularly to create and shift groups for targeted, small group intervention/strategy instruction. -Formative Assessments/Exit Tickets -RAP protocol -iReady	172-6
Classified support salaries	\$16,195	LCFF Supplemental	2205	Classified Support Salaries	8718	n/a	1.00		College/Career Readiness	Ensure balanced, intentional use of technology and pencil/paper literacy daily.	172-7

**PROPOSED 2022-23 SCHOOL SITE BUDGET**

**Site Number:** 172

**School:** Fred T. Korematsu Discovery Academy

Classroom Technology (Smart Boards)	\$4,900	Title IV: Student Support & Academic Enrichment	4410	Equipment < \$5,000		n/a		Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Suspensions Year 1: Professional Development (Cycle 1: Responsive Classroom) and ongoing consultation with classroom teachers on matching student behavior to an intervention; provide professional development on logical consequences and create school-wide aligned responses.	172-8
Community School Manager	\$47,767	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	4917	Program Mgr Community School	0.35	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Suspension & Connectedness Year 1: Teachers will identify students for social skills and newcomer groups using SSRS data/COST referrals.	172-9
Consultants (Lincoln)	\$10,000	Title I: Basic	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	ELL Reclassification	Create newcomer "onboarding plan" for students and families.	172-10
Contract (BACR to provide Family Engagement Support)	\$15,000	LCFF Supplemental	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Staff Satisfaction with Professional Development	Schools provide a schedule for regular planning time for each grade level	172-11
Copier Maintenance	\$1,000	General Purpose Discretionary	5610	Equip Maintenance Agreement		n/a		Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Create newcomer "onboarding plan" for students and families.	172-12
Extra Comp (Translation)	\$1,500	Title I: Parent Participation	2222	Classified Support Salaries: Extra Compensation		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Staff Participation in Foundational Professional Learning	Teachers backwards plan using new math curriculum and pacing guide	172-13
Extra Comp Teachers	\$8,400	Title I: Basic	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	College/Career Readiness	Leverage site-based resources for support and feedback, such as the Culture and Climate Team.	172-14
Extra Comp Teachers (ILT)	\$3,500	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Student Connectedness to School	Families Year 1: Provide planning and PD time at the beginning of the year for teachers to calendar these monthly events and create a schoolwide calendar to distribute to parents. Connect with Family Engagement District Support for continued Professional Development.	172-15

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 172

School: Fred T. Korematsu Discovery Academy

fingerprinting for parents	\$460	Title I: Parent Participation	4310	School Office Supplies		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	Ensure balanced, intentional use of technology and pencil/paper literacy daily.	172-16
Library Technician	\$33,253	Measure G: Library	2205	Classified Support Salaries	7781	Library Technician	0.50	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Ensure balanced, intentional use of technology and pencil/paper literacy daily.	172-17
Liscencing	\$10,000	Title I: Basic	5846	Licensing Agreements		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	Nurture positive math identities & mathematical agency and provide culturally sustaining strategies with mathematical rigor. Teachers will provide rich mathematical experiences aligned to grade-level standards that build conceptual understanding, procedural fluency, and application in equal intensity.	172-18
Substitute Teacher Incentive Plan (STIP) Teacher	\$41,360	One-Time COVID Funding	1105	Certificated Teachers' Salaries	8719	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Use actionable data to provide differentiated, targeted small group reading instruction K-5 (DIBELS, SIPPS Mastery Tests). Literacy tutor (K-2) and Academic Mentors (3-5) provide intervention support using SIPPS Intervention Kits.	172-19
Substitute Teacher Incentive Plan (STIP) Teacher	\$38,171	LCFF Supplemental	1105	Certificated Teachers' Salaries	6649	STIP Teacher	0.50	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Schools provide a schedule for regular planning time for each grade level	172-20
Substitute Teacher Incentive Plan (STIP) Teacher	\$38,171	Title I: Basic	1105	Certificated Teachers' Salaries	6649	STIP Teacher	0.50	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Integrate music and art into different content areas to support multiple modes of learning.	172-21
Supplies	\$11,780	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Provide planning time for teachers to match GLAD units to standards and support backwards mapping.	172-22





**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

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

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

### **Korematsu Discovery 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:

- Holding Parent/Teacher Conferences 3x per year
- Hold monthly SSC Meetings to review student achievement data
- Hold Parent Workshops as necessary to review school curriculum, data, and strategies to support student achievement

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:

- Back to School Night
- Open House
- Parent/Teacher Conferences
- Coffee with the Principal
- SSC Meetings
- School-wide use of Class Dojo and Talking Points

## **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.
- Sharing the documents via Class Dojo, ParentSquare, and the School Website

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

- Holding open SSC Meetings
- Holding a Title 1 Annual Meeting

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:

- Back to School Night
- Parent/Teacher Conferences
- SSC

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:

- Posted Flyers
- ParentSquare
- Class Dojo Posts
- Social Media posts: website, Facebook, Instagram

## **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:

- Supporting parents to get certified as volunteers
- Asking for "Room Parents"
- Establishing a PAT: Parent Action Team

**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:

- Parent/Teacher conferences
- Back to School Night
- Parent Workshops
- Math/Science and Literacy Nights

**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:

- Providing professional development on Family Engagement
- Back To School Night
- Parent Teacher Conferences
- SSC

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:

- Monthly SSC Meetings
- Parent Teacher Conferences

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:

- Annual Title 1 Meeting
- Monthly SSC Meetings

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:

- Translation
- Sharing slides

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

- Collaborating with the Family Engagement Office
- Surfacing topics during Coffee with the Principal

**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:

- Offering parent workshops as necessary
- Holding monthly SSC Meetings
- Establishing PAT: Parent Action Team

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

**Adoption**

This policy was adopted by Korematsu Discovery Academy on October 19, 2021 and will be in effect for the period August 9, 2021 through May 31, 2022.

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

Amie Akuma Lamontagne  
**Name of Principal**

*Amie Akuma Lamontagne*  
**Signature of Principal**

10/19/2021  
**Date**

[The School-Parent Compact is linked to this document.](#)



## **School-Parent Compact**

### **Korematsu Discovery Academy**

### **2021-2022**

*This School-Parent Compact has been jointly reviewed/developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.*

*This School-Parent Compact is in effect for the 2021-22 school year.*

#### **School Responsibilities**

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

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
  - a) In K-2, a literacy focused model that supports all students in learning the decoding skills needed to be fluent readers.
  - b) In 3-5, a systematic intervention approach to literacy that supports all students in mastering the skills needed to read fluently.
  - c) In K-5, project-based inquiry learning to support students in accessing content language, concepts, and application.
  - d) K-5, technology to support student learning with ST Math, RAZkids and other literacy programs.
  
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
  - 1) Parent teacher conferences/Virtual Home visits 3x per year: Fall, Winter, and Spring
  
- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**
  - a) Report cards sent home every trimester reflecting student achievement according to grade level standards
  - b) Teachers inform parents weekly about goals consistent with the grade level scope and sequence
  - c) Parent workshops provided on supporting student achievement

- 4) Provide parents with reasonable access to staff.**
  - a) Trimester parent/teacher conferences/Virtual Home visits
  - b) Weekly Teacher Office Hours (while in Distance Learning)
  - c) Back to School Night and Open House
  - d) Monthly SSC Meetings
  - e) Coffee with the Principal
  
- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**
  - a) Translated school documents
  - b) Translators upon request
  - c) Volunteer opportunities
  
- 6) Provide parents with materials and training to help them improve the academic achievement of their children.**
  - a) Back to School Night
  - b) Parent Conferences
  - c) Workshops as needed
  
- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**
  - a) Professional Development
  - b) Planning time for parent conferences and back to school night/expo night
  
- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**
  - a) Translated Talking Points texts
  - b) Class Dojo
  - c) Translated Flyers
  - d) Office Hours (while in Distance Learning)

#### **Teacher Responsibilities**

I agree to support my students' learning in the following ways:

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment

#### **Parent Responsibilities**

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

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time by limiting television watching or video games, ensuring 30 minutes of reading every day.

This Compact was adopted by Korematsu Discovery Academy on October 19, 2021, and will be in effect for the period of August 21, 2021, to May 31, 2022.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2021.

Amie Akuma Lamontagne  
**Name of Principal**

*Amie Akuma Lamontagne*  
**Signature of Principal**

10/19/2021  
**Date**



Strategic Resource Planning (SRP)



**School Site Council Membership Roster**  
**2021-2022**

**SSC - Officers**

Chairperson:	Miguel Ahumada
Vice Chairperson:	Rosario Duenas
Secretary:	Paig Lee

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Amie Lamontagne-Akuma	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
Jeffery Cassity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Paig Lee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Brittani Venard	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Miyatah McCoy	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Rosario Duenas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Tiffany Ramirez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Sayra Reyes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Miguel Ahumada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Diana Diaz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	<b>3RD TUESDAY OF EVERY MONTH AT 3:15 pm</b>
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**SSC Legal Requirements (EC Sections 65000-65001):**

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

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