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## Board Cover Memorandum

**To** Board of Education  
**From** Kyla Johnson-Trammell, Superintendent  
 Sondra Aguilera, Chief Academic Officer  
**Board Meeting Date** October 13, 2021  
**Subject** 2021-2022 School Plan for Student Achievement (SPSA) - Fred T. Korematsu  
 Discovery Academy

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**Ask of the Board** Approval by the Board of Education of the 2021-2022 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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment** 2021-2022 School Plan for Student Achievement (SPSA) for Fred T. Korematsu Discovery Academy



# OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

## 2021-2022 School Plan for Student Achievement (SPSA)

**School:** Fred T. Korematsu Discovery Academy  
**CDS Code:** 1612590112813  
**Principal:** Amie Lamontagne  
**Date of this revision:** 5/25/2021

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:

<b>Contact:</b> Amie Lamontagne	<b>Position:</b> Principal
<b>Address:</b> 10315 E Street Oakland, CA 94603	<b>Telephone:</b> 510-639-3377 <b>Email:</b> amie.lamontagne@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/25/2021*

*The District Governing Board approved this revision of the SPSA on: 10/13/2021*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Shanti Gonzales, Board President**

**2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES**

**School Site:** Fred T. Korematsu Discovery Academy **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 (ASES)   | <input type="checkbox"/> 21st Century Community Learning Centers    |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant  | <input type="checkbox"/> Early Literacy Support Block Grant (ELSBG) |
| <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 Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

**Date(s) plan was approved:** 05/25/2021

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, media announcements, etc.) |
|--|---|--|

**Signatures:**

Amie Lamontagne Akuma <i>Principal</i>	<i>Amie Lamontagne Akuma</i> Signature	<u>5/25/2021</u> Date
Rosario Duenas <i>SSC Chairperson</i>	<i>Rosario Duenas</i> Signature	<u>5/25/2021</u> Date
Kathleen Arnold <i>Network Superintendent</i>	<i>K. Arnold</i> Signature	<u>6/14/2021</u> Date
Lisa Spielman <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i> Signature	<u>6/15/2021</u> Date

**2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/10/2020	SSC & SELLS	Reviewed Site Plan and made budget adjustments for 20-21
1/19/2021	SSC & SELLS	Reviewed and Approved Title 1, Title 1 Parent, and Title 4 budget menu for 2021-2022.
2/8/2021	Staff	Reviewed current 20-21 SPSA and gave feedback on goals, strategies & actions, and budget alignment
3/3/2021	ILT	Conducted Annual Review and Update
4/21/2021	ILT	Conducted Needs Assessment
4/28/2021	ILT	Reviewed MTSS Plan and Strategies & Actions using feedback from February Staff Meeting
5/20/2021	SSC & SELLS	Reviewed & approved SPSA for 2021-2022.

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

In addition to the actions outlined in this plan, Oakland Unified School District 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 (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under 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. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students.
- **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.

## 2021-2022 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$83,230.00
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	\$463,415.00

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$76,125.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$12,240.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,030.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$170,850.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$30,150.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$5,075.00	TBD	After School Education and Safety Program (ASES #6010)	\$111,945.00	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)	\$55,000.00	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>\$83,230.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$380,185.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$463,415.00</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2021-22 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: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES**

**Focus Area:**

**Priority Strengths**

**Root Causes of Strengths**

<i>College/Career Readiness</i>	<ul style="list-style-type: none"> <li>-All students receive targeted literacy intervention</li> <li>-Trending upwards with RI data for 3-5</li> <li>-We were a "green" school for SBAC growth</li> <li>-Students receiving targeted feedback using the 4 levels of feedback</li> <li>-Students able to show their learning in different ways</li> </ul>	<ul style="list-style-type: none"> <li>-Literacy Tutors for K-2 and 3-5</li> <li>-Science based approach to reading instruction</li> <li>-STIP sub trained in providing literacy intervention with SIPPS</li> <li>-Aligning teaching across grade levels</li> <li>-Working to understand the standards and analyzing data schoolwide</li> <li>-3-5 teachers using IAB consistently</li> <li>-PLCs looking at data consistently</li> <li>-PD on feedback</li> <li>-Seesaw platform in all grade levels</li> </ul>
<i>Focal Student Supports</i>	<ul style="list-style-type: none"> <li>-ELLs coming into uppergrades with higher vocabluary and more fluent reading</li> <li>-Reading comprehension is improving</li> </ul>	<ul style="list-style-type: none"> <li>-SIPPS in lower grades</li> <li>-Newcomer groups with STIP</li> <li>-Literacy intervention in the upper grades</li> </ul>
<i>Student/Family Supports</i>	<ul style="list-style-type: none"> <li>-ELPAC training for students &amp; parents</li> <li>-Over 90% of parents are receiving daily information from the school and their teacher</li> <li>-Absenteeism rate maintained this year</li> <li>-Stronger family partnerships</li> <li>-23 focal students receiving mental health support</li> </ul>	<ul style="list-style-type: none"> <li>-Support from the Family Engagement Coordinator</li> <li>-Class Dojo</li> <li>-CSM, family communication with teachers</li> <li>-Lincoln Child Care partnership (2nd year with the same clinician)</li> <li>-Strong COST</li> <li>-Fully staffed SpEd Team</li> </ul>
<i>Staff Supports</i>	<ul style="list-style-type: none"> <li>-Professional Development</li> <li>-Clear communication and collaboration</li> <li>-Strong Distance Lead</li> <li>-Attracting strong teachers</li> <li>-Affinity groups with Afterschool staff</li> <li>-Weekly PLC</li> </ul>	<ul style="list-style-type: none"> <li>-High staff retention</li> <li>-Collaboration with outside resources for PD</li> <li>-Welcoming environment for new staff</li> <li>-Hold and lead with core values &amp; strengths</li> <li>-Flexibility/autonomy with a shared goal</li> </ul>
<b>Focus Area:</b>	<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>
<i>College/Career Readiness</i>	<ul style="list-style-type: none"> <li>-Over 40% of students in grades 3-5 are multiple years below/Tier 3 on iReady diagnostic</li> <li>-Students switching to online learning</li> <li>-SIPPS intervention stops in 2nd grade</li> </ul>	<ul style="list-style-type: none"> <li>-Lack of strong literacy curriculum</li> <li>-Students did not finish Challenge for SIPPS</li> <li>-Not all teachers trained in SIPPS</li> <li>-Learning a new data system and analysis</li> <li>-Pandemic</li> </ul>



<i>Focal Student Supports</i>	-Low percentage of ELLs are receiving targeted ELD from a curriculum -Newcomers have been the least engaged with Distance Learning	-No K-5 aligned ELD curriculum -Tech literacy among families -Lack of support for home language (Mam) -Enrollment fluctuates a lot throughout the year
<i>Student/Family Supports</i>	-Language support for family engagement -Communication with families	-No identified Mam & Arabic speakers to support the community -Phone numbers/addresses not updated in Aeries consistently -Tech Literacy
<i>Staff Supports</i>	-Time to plan -Less time for family communication in the hybrid model -No work/life balance	-More hours actually needed to complete tasks than are allocated in work hours -Working from home -Less time to connect with colleagues

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

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

##### School Goal for May 2024:

All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.

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

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
K at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	70.0%	80.0%
Grade 1 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	50.0%	65.0%
Grade 2 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	50.0%	65.0%

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

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
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SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-78.2 (Spring 2019)	n/a	-50.0
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	n/a	Coming soon	60.0%
IAB ELA Above Standard	All Students	n/a	7.4%	50.0%	60.0%
Curriculum-Embedded Formative Assessments (ELA)	All Students	n/a	n/a	50.0	60.0%

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

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	-50.0
IAB Math Above Standard	All Students	n/a	11.0%	40.0%	50.0%
CAST (Science) at or above Standard	All Students	n/a	13.6% (Spring 2019)	n/a	30.0%
Curriculum-Embedded Formative Assessments (Math)	All Students	n/a	n/a	50.0	60.0%

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

**School Goal for May 2024:** By May 2023, students with disabilities and African American students at Korematsu Discovery Academy will demonstrate accelerated growth by improving 60 points DFS on SBAC Math and ELA. We will accelerate growth for English Language Learners by increasing reclassification rates each year so that 45% of our English Language Learners will be reclassified by 2024.

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

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-171 (Spring 2019)	n/a	-121.0
SBAC ELA	African-American Students	Please choose a focal student group at left.	Please choose a focal student group at left.	Please choose a focal student group at left.	tbd
IAB ELA Above Standard	Students with Disabilities	n/a	0.0%	n/a	tbd
IAB ELA	African-American Students	Please choose a focal student group at left.	Please choose a focal student group at left.	Please choose a focal student group at left.	tbd
<b>Instructional Focus Goal:</b> <i>All students continuously grow towards meeting or exceeding standards in Math and Science.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-163.9 (Spring 2019)	n/a	-123.9
SBAC Math	African-American Students	Please choose a focal student group at left.	Please choose a focal student group at left.	Please choose a focal student group at left.	tbd
IAB Math Above Standard	Students with Disabilities	n/a	0.0%	n/a	tbd
IAB Math	African-American Students	Please choose a focal student group at left.	Please choose a focal student group at left.	Please choose a focal student group at left.	tbd
<b>Instructional Focus Goal:</b> <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	11.0%	n/a	20.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	0.0%	n/a	25.0%

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

**School Goal for May 2024:** Working in partnership, the teachers, staff, families and students of KDA will build a more engaging, welcoming, and equity-focused community which will work to support the success, safety, and health of all students. 100% of classrooms will implement PBIS, Toolbox, and Restorative Practices, so as to lower our chronic absenteeism and suspension rates by May 2024.

**Instructional Focus Goal:** All students build relationships to feel connected and engaged in learning.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	77.1%	n/a	82.1%
Suspensions	All Students	-2pp	1.5%	n/a	0.9
Suspensions	African-American Students	-2pp	1.7%	n/a	1.0%
Suspensions	Students with Disabilities	-2pp	0.0%	n/a	0.0%
Chronic Absence	All Students	-2pp	21.0%	n/a	15.0%
Chronic Absence	African-American Students	-2pp	28.6%	n/a	20.0%
UCP Complaints	All Students	n/a	n/a	5	4

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

**School Goal for May 2024:** By May 2024, 100% of teachers at Korematsu Discovery Academy will be certified in project based learning through National Geographic or Bay Area Writing Project.

Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	80.0%	90.0%
Teacher Retention	All Teachers	n/a	70.8% (Fall 2020)	80.0%	90.0%

**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.

**2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)**

**20-21 Conditions for Student Learning 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.**

**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 School Goal:**

All students build relationships to feel connected and engaged in learning.

**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

Despite the pandemic and shift to distance learning, there have been multiple efforts to strengthen culture and climate this year. Family and school collaboration has improved, Tier 2 social skills groups are also available and supporting students who need extra support. There is an ongoing challenge for engagement of certain students, especially younger students. Whole school data for attendance has improved in distance learning, with some shifts. We have implemented Responsive Classroom practices, everyone does a shout out (PBIS, etc.)

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

Increase in satisfactory attendance, 50% attendance at all school assemblies.

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

In MTSS plan, additional Tier 3 supports for Newcomer students will be identified.

**20-21 Standards-Based Instruction Priority:**

**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.**

**Theory of Change:**

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.

**Related School Goal:**

All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.

**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

First PD cycle of year - tasks vs activities and how to align to standards and focus on priority standards. Creation of writing checklists based on standards. Focus on standards with IAB, early literacy progress monitoring (SIPPs, DIBELs, letter names, phonemic awareness). Ensuring that students are consistently in differentiated small instructional groups. SDC use of data as well. Strong implementation - use of ST Math and Seesaw.

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

Students are making progress on assessments.

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

add i-ready and use it more consistently for next year in a regulated assessment environment

<b>20-21 Language &amp; Literacy Priority:</b>	<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>
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<b>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.
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<b>Related School Goal:</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.
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**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

3rd cycle dedicated to equity and access in the classroom, changing classroom practice to reflect liberatory design. Creation of visual schedules for families, videos, etc., to ensure access to all families. PD @ how to celebrate learning differences and how they show up in our classroom (inclusion @ SDC). Partner with Arcelia to provide training with families and their children around ELPAC, reclassification and its implication.

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

Engagement of students and families, feedback from families that they are feeling supported and included

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

Support upper grades teachers (particularly 3rd grade) in being trained in using SIPPS. In strategies and actions: Implement SIPPS challenge and SIPPS plus in 3rd grade. Align intervention and use of diagnostics based on iReady across K-5.

<b>20-21 Conditions for Adult Professional Learning Priority:</b>	<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>
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<b>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 School Goal:</b>	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.
<b>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
3 optional affinity groups created for staff - White, Black Latinx - also an anti-racist PD series for all school staff.	
<b>What evidence do you see that your practices are effective?</b>	
Increase in parents involved in student learning. Strong connection between school day and after school staff, students are experiencing more support. More communication between staff and leadership as evidence through use of office hours.	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
Building on anti-racist PD series, in strategies & actions teachers will review unit plans and family engagement practices using Liberatory Design Mindsets and 12 questions from Gholdy Muhammad.	
<b>20-21 Conditions for English Language Learners Priority:</b>	<b>By May 2021, 25% of English Language Learners at KDA will be reclassified.</b>
<b>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 School Goal:</b>	English Learner students continuously develop their language, reaching English fluency in six years or less.
<b>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
We are doing an Art Integration PD series to support students to be able to express themselves in different ways. Speaking groups have been created - Designated ELD ish - with STIP sub and partnerships to have students work on language. Ex: talking group for newcomers, integration into small groups. GLAD implementation has been a challenge this year.	
<b>What evidence do you see that your practices are effective?</b>	
This has been a challenging year in distance learning. At least 1 student reclassified since last year.	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
In MTSS plan, additional Tier 3 supports for Newcomer students will be identified.	
<b>DEPARTURE FROM PLANNED 20-21 SPSA BUDGET</b>	



**Please describe any significant differences between your 20-21 SPSA *proposed* budget and your *estimated actual* budget for 2020-21. If you made changes, why?**

Redirected Title 1 funds to art supplies, since money allocated for tech licences was not used due to the District paying for Seesaw, STmath, and iReady. Redirected parent funds to workshops since we were not meeting in person and did not need refreshments.

**2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES**

**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 ("Big Rock"):**

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(s):**

All students build relationships to feel connected and engaged in learning.

**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	-Language support for family engagement -Communication with families	

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 ("Big Rock"):</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.				
<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 continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.				
<b>Students to be served by these actions:</b>	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Unpack curriculum to ensure culturally relevant lessons which have rigorous tasks and outcomes for students that are aligned to standards.	Use extended contract money to provide 1-2 days of August PD for standards dives and unit planning with new curriculum.	-Student achievement data on SBAC improves for all students and focal student groups	-Over 40% of students in grades 3-5 are multiple years below/Tier 3 on iReady diagnostic -Students switching to online learning	Tier 1
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		Tier 2
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		Tier 2

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		Tier 1
2-5	Teachers use diagnostic and progress monitoring data to identify students for targeted small group and on to one intervention based on standards with staff outside of the classroom (STIP, TSA, Academic Mentor)				Tier 3

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

<b>School Priority ("Big Rock"):</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 continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-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	-Over 40% of students in grades 3-5 are multiple years below/Tier 3 on iReady diagnostic -Students switching to online learning -SIPPS intervention stops in 2nd grade	

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	-Over 40% of students in grades 3-5 are multiple years below/Tier 3 on iReady diagnostic -Students switching to online learning -SIPPS intervention stops in 2nd rade	
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	-Over 40% of students in grades 3-5 are multiple years below/Tier 3 on iReady diagnostic -Students switching to online learning -SIPPS intervention stops in 2nd rade	
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.	-iReady Data -SIPPS mastery tests	-Over 40% of students in grades 3-5 are multiple years below/Tier 3 on iReady diagnostic -Students switching to online learning -SIPPS intervention stops in 2nd rade	

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

<b>School Priority ("Big Rock"):</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>	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-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	-Over 40% of students in grades 3-5 are multiple years below/Tier 3 on iReady diagnostic -Students switching to online learning -SIPPS intervention stops in 2nd grade	
4-5	Participate in 2 additional Professional Development Days in August to support a transition back to in-person learning.	Provide 2 additional PD days in August.	-Teacher feedback on Google Forms -Teacher satisfaction on CHKS		

### CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

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



#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Integrate GLAD strategies into all subjects and use visuals for vocabulary.	Support teachers in aligning academic language schoolwide through PD.	-Observation/walkthrough data		
5-2	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	-Low percentage of ELLs are receiving targeted ELD from a curriculum -Newcomers have been the least engaged with Distance Learning	
5-3	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	-Over 40% of students in grades 3-5 are multiple years below/Tier 3 on iReady diagnostic -Students switching to online learning -SIPPS intervention stops in 2nd grade	
5-4	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	-Low percentage of ELLs are receiving targeted ELD from a curriculum -Newcomers have been the least engaged with Distance Learning	

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 172

School: Fred T. Korematsu Discovery Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
<i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i>	<i>How much will this cost?</i>	<i>What is the funding source?</i>	<i>e.g., 1105</i>	<i>Autofills based on the object code.</i>	<i>e.g., 1830</i>	<i>Autofills based on the position number.</i>	<i>e.g., 0.8</i>	<i>Link expenditure to a relevant LCAP goal.</i>	<i>Link expenditure to an SPSA action.</i>	<i>Autofills to identify the action.</i>
After School Program	\$111,945	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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.	172-1
School Supplies to support students in accessing content and learning.	\$10,000	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	All teachers host Expo Night at the end of the school year.	172-2
Fund copy machines, and supplies to facilitate the technical materials are available (including posters, paper, ink, student writing materials, workbooks) to support student learning.	\$1,940	General Purpose Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Unpack curriculum to ensure culturally relevant lessons which have rigorous tasks and outcomes for students that are aligned to standards.	172-3
Fund postage to send communications between school and families regarding students.	\$300	General Purpose Discretionary	5910	Postage	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	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.	172-4
Classified Support Salaries	\$8,840	LCFF Concentration	2205	Classified Support Salaries	tbd	Enter position number at left.	tbd	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Use data regularly to create and shift groups for targeted, small group intervention/strategy instruction. -Formative Assessments/Exit Tickets -RAP protocol -iReady	172-5
Community Schools Manager	\$21,310	LCFF Concentration	2305	Classified Supervisors' and Administrators' Salaries	4917	Program Mgr Community School	0.15	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Use trauma-informed/culturally responsive techniques to create classroom environments and instructional experiences that support students.	172-6
STIP	\$30,955	LCFF Supplemental	1105	Certificated Teachers' Salaries	6649	STIP Teacher	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Implementation of California ELD standards and Designated ELD: Productive.	172-7
Classified Support Salaries	\$10,483	LCFF Supplemental	2205	Classified Support Salaries	tbd	Enter position number at left.	tbd	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Provide planning time for teachers to match GLAD units to standards and support backwards mapping.	172-8

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 172

School: Fred T. Korematsu Discovery Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Community Schools Manager	\$113,655	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	4917	Program Mgr Community School	0.80	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Use trauma-informed/culturally responsive techniques to create classroom environments and instructional experiences that support students.	172-9
Academic Mentor Literacy Intervention	\$9,350	LCFF Supplemental	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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.	172-10
AAMA & Safe Passages	\$9,798	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Use trauma-informed/culturally responsive techniques to create classroom environments and instructional experiences that support students.	172-11
Librarian	\$39,660	Measure G: Library	2205	Classified Support Salaries	td	Enter position number at left.	td	Goal 1: All students graduate college, career, and community ready.	Complex texts used at least 3x a week to guide comprehension strategies and book talks.	172-12
Books	\$15,340	Measure G: Library	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Provide access to technology to support Literacy (RAZkids, AR, NewsELA, Epic!) and books other than textbooks.	172-13
STIP	\$30,956	Title I: Basic	1105	Certificated Teachers' Salaries	6649	STIP Teacher	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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.	172-14
Teachers' Salaries: Extra Compensation	\$6,769	Title I: Basic	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Use data regularly to create and shift groups for targeted, small group intervention/strategy instruction. -Formative Assessments/Exit Tickets -RAP protocol -iReady	172-15
Community Schools Manager	\$7,104	Title I: Basic	2305	Classified Supervisors' and Administrators' Salaries	4917	Program Mgr Community School	0.05	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Use trauma-informed/culturally responsive techniques to create classroom environments and instructional experiences that support students.	172-16
Fund school supplies for high needs students, including paper, ink so that all students have access to adequate resources to learn.	\$1,431	Title I: Basic	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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.)	172-17

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 172

School: Fred T. Korematsu Discovery Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Lincoln Child Care Center & OUSD Mental Health Services	\$20,000	Title I: Basic	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Provide PD cycle on using the Responsive Classroom and Logical Consequences. Create walkthrough tool that reflects which Big Rocks would show evidence of a Culturally 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.	172-18
To be allocated Fall 2021	\$10,000	Title I: Basic	5846	Licensing Agreements	n/a	n/a	n/a	tbd	tbd	172-19
Classified Support Salaries: Extra Compensation	\$2,030	Title I: Parent Participation	2222	Classified Support Salaries: Extra Compensation	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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.	172-20
Parent Workshops	\$1,039	Title I: Parent Participation	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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).	172-21
Arts/Music Enrichment for students	\$5,075	Title IV: Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Integrate music and art into different content areas to support multiple modes of learning.	172-22



Strategic Resource Planning (SRP)

**Korematsu Discovery Academy**  
**School Site Council Membership Roster**  
**2020-2021**

**SSC - Officers**

Chairperson:	Rosario Duenas
Vice Chairperson:	Tiffany Ramirez
Secretary:	Amie Lamontagne

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Amie Lamontagne	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nicole Anderson	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dana Hinchliffe	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dora Rodriguez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tania Hughes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Patricia Montoya	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Susana Roque	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rosario Duenas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tiffany Ramirez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sayra Reyes	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>SSC Meeting Schedule:</b> <i>(Day/Month/Time)</i>	4th Tuesday of every month, at 2:00 PM
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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



**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, TalkingPoints, 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
- Talking Points Texts
- 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 the Korematsu Discovery Academy School Site Council on August 28th, 2020 and will be in effect for the period August 10, 2020 through May 27, 2021.

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

**Name of Principal**

**Signature of Principal**

**Date**

*The School-Parent Compact to this document.*



## **School-Parent Compact**

### **Korematsu Discovery Academy**

### **2020-21**

*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 2020-21 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 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 the Korematsu Discovery Academy on August 28th, 2020 and will be in effect for the period of August 10, 2020 to May 28, 2021.

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, 2020.

**Signature of Principal**

**Date**