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# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 9, 2023

**Subject** 2023-2024 School Plan for Student Achievement (SPSA) for Fred T. Korematsu Discovery Academy

**Ask of the Board** Approval by the Board of Education of the 2023-2024 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)**

- 2023-2024 School Plan for Student Achievement (SPSA) for Fred T. Korematsu Discovery Academy



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

## **2023-2024 School Plan for Student Achievement (SPSA)**

**School:** Fred T. Korematsu Discovery Academy  
**CDS Code:** 1612590112813  
**Principal:** Amie Lamontagne  
**Date of this revision:** 4/20/20

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: 4/20/2023*

*The District Governing Board approved this revision of the SPSA on: 8/9/2023*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Mike Hutchinson, Board President**

## 2023-2024 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:** 4/20/2023

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

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

**Signatures:**

Amie Lamontagne Akuma \_\_\_\_\_

Principal

*[Signature]*

SSC Chairperson

Kathleen Arnold \_\_\_\_\_

Network Superintendent

Lisa Spielman \_\_\_\_\_

Director, Strategic Resource Planning

*Amie Akuma*

Signature

*Raquel Stripin*

Signature

*K. Arnold*

Signature

*Lisa Spielman*

Signature

4/20/2023

Date

04/20/2023

Date

5/17/23

Date

5/17/2023

Date

10

Minimum Day - Día Mínima 130

Playground Meeting  
Reunion familiar  
8:30-10:00

1300000

WEDNESDAY

11

2

3

**2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/23/2023	Staff	Staff provided feedback on Needs Assessment and began process of identifying 23-24 Priorities
1/31/2023	SSC	SSC provided feedback on Needs Assessment
2/22/2023	SSC	SSC approved budget expenditures for 23-24
3/9/2023	ILT	ILT reviewed Instructional Priorities and Assessment
3/15/2023	ILT	ILT provided feedback on Draft Strategies & Actions for 23-24
3/21/2023	SSC	SSC completed SPSA Annual Review

## 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 in part through one-time COVID relief funds to enable OUSD 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.

## 2023-2024 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$75,440.00
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	\$361,681.43

### 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)	\$69,000	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$11,340	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,840	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$143,655	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$131,246	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$4,600	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$75,440</b>	<b>\$0</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$286,241</b>	<b>\$0</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$361,681</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

## 2023-24 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.

#### School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
56.8%	43.2%	53.1%	8.5%	2.8%	0.5%	93.9%	17.4%
% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
15.5%	1.4%	74.2%	2.8%	0.5%	2.4%	0.0%	0.9%

## 1B: STUDENT GOALS & TARGETS

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

**School Goal for College, Career & Community Readiness:** -Increase the percentage of students in Kindergarten, Grade 1, and Grade 2 at or above Mid-Grade by 10% as measured by iReady Reading.  
 -Decrease the SBAC DSF on Math and ELA to 68 and 64.  
 -Increase percentage of students in grades 3-5 at or above Mid-Grade by 10%  
 -Increase percentage of 5th graders at or above standard on CAST to 30%

#### Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	29.2%	28.6%	<i>not available until Fall 2023</i>	49.2%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	19.2%	28.0%	<i>not available until Fall 2023</i>	39.2%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	6.1%	31.3%	<i>not available until Fall 2023</i>	26.1%

#### English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-78.2	n/a	-95.6	<i>not available until Fall 2023</i>	-68.2
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	6.7%	2.5%	<i>not available until Fall 2023</i>	26.7%

#### Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-74	n/a	-104.5	<i>not available until Fall 2023</i>	-64.0



i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	11.1%	<i>not available until Fall 2023</i>	30.0%
CAST (Science) at or above Standard	All Students	13.6%	n/a	9.8%	<i>not available until Fall 2023</i>	30.0%

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

**School Goal for Targeted Supports for** -Decrease DFS for target student groups by 20 ppt.  
**Focal Student Groups:** -Increase percentage of ELL students reclassified.

**Academic Measures & Annual Targets for Focal Student Groups**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-171	n/a	-153.1	<i>not available until Fall 2023</i>	-151.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-82.2	n/a	-107.3	<i>not available until Fall 2023</i>	-72.2
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	0.0%	0.0%	<i>not available until Fall 2023</i>	15.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-163.9	n/a	-199.8	<i>not available until Fall 2023</i>	-143.9
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-89.7	n/a	-162.2	<i>not available until Fall 2023</i>	-79.7

**Reclassification Measures & Annual Targets**

*\*Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	4.2%	1.0%	12.1%	<i>not available until Fall 2023</i>	14.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	20.0%	<i>not available until Fall 2023</i>	10.0%

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

**School Goal for Student & Family** -Decrease chronic absenteeism by 10% to 15%  
**Engagement:** -Decrease suspensions for target student groups by 2 ppt.  
 -Increase connectedness to school to 80%.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	0.0%	76.2%	0.0%	<i>not available until Fall 2023</i>	80.0%
Out-of-School Suspensions	All Students	2.9%	n/a	0.0%	<i>not available until Fall 2023</i>	2.0%
Out-of-School Suspensions	African American Students	8.7%	n/a	0.0%	<i>not available until Fall 2023</i>	5.0%
Out-of-School Suspensions	Special Education Students	5.9%	n/a	0.0%	<i>not available until Fall 2023</i>	3.0%
Chronic Absenteeism	All Students	21.0%	26.8%	65.6%	<i>not available until Fall 2023</i>	15.0%
Chronic Absenteeism	African American Students	28.6%	47.5%	81.1%	<i>not available until Fall 2023</i>	20.0%

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

**School Goal for High-Quality Staff:** -100% of teachers have access to a network of resources and professional development to implement new curriculum

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	56.3%	70.8%	68.9%	<i>not available until Fall 2023</i>	80.0%

**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 &amp; Community Readiness</i>	<ul style="list-style-type: none"> <li>-25% growth on iReady as measured by EOY diagnostic</li> <li>-Mid year: 31% of students have made 1 year of growth on iReady reading</li> <li>-Mid year: 9% growth in students mid/at grade level in math</li> <li>-71% of kinders know 20+ letters</li> </ul>	<ul style="list-style-type: none"> <li>-100% of teachers implementing new EM2 math curriculum</li> <li>-Reading Acceleration provided by SIPPS in K-5</li> <li>-Individual reading tutoring in 1st-5th provided by Ignite!</li> <li>-100% of teachers implementing EL Ed</li> </ul>
<i>LCAP Goal 2: Focal Student Group Supports</i>	<ul style="list-style-type: none"> <li>-12% Reclassification Rate in 21-22</li> <li>-20% Reclassification of LTEL in 21-22</li> <li>-Reduced DFS in SBAC ELA and Math for both Focal Student Groups (AA and SpEd)</li> </ul>	<ul style="list-style-type: none"> <li>-Increased focus on implementation of D-ELD</li> <li>-Strong implementation of EL Ed</li> <li>-Consistent curriculum implementation in SDC</li> </ul>
<i>LCAP Goal 3: Student &amp; Family Engagement</i>	<ul style="list-style-type: none"> <li>-80% of students report feeling connected to school</li> <li>-80% attendance of parent-teacher conferences</li> <li>-0.0% suspension rate for target groups</li> </ul>	<ul style="list-style-type: none"> <li>-100% of classrooms implement target SEL and RJ practices (Circle of Courage, Class Dojo)</li> <li>-70% of students offered social emotional support through therapy, group therapy, social skills groups</li> <li>-School social worker available to support families</li> </ul>
<i>LCAP Goal 4: Staff Supports</i>	<ul style="list-style-type: none"> <li>-Diverse staff population</li> <li>-Strong retention rate (100% of gen ed teachers this year were staff at KDA last year)</li> </ul>	<ul style="list-style-type: none"> <li>-Crossover between day and afterschool program</li> <li>-Consistent school leadership (admin team has been at KDA 6 years or more)</li> </ul>
<b>Focus Area:</b>	<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>
<i>LCAP Goal 1: College, Career &amp; Community Readiness</i>	<ul style="list-style-type: none"> <li>-Decrease in Kindergarteners at or above grade level on iReady</li> <li>-Increased DSF for all students on SBAC ELA and Math</li> <li>-4th grade iReady data is low overall</li> </ul>	<ul style="list-style-type: none"> <li>-Kindergarten attendance was lower than usual in 21-22</li> <li>-2 years without taking SBAC, it was the first time for all students last year</li> <li>-4th grade is cohort with the biggest impact from the pandemic</li> </ul>
<i>LCAP Goal 2: Focal Student Group Supports</i>	<ul style="list-style-type: none"> <li>-0% of students in focal group SpEd reading at grade level</li> <li>-Increase in DSF for focal group AA</li> </ul>	<ul style="list-style-type: none"> <li>-Inconsistent staffing in SDC</li> <li>-High chronic absenteeism among focal student group AA</li> </ul>

<i>LCAP Goal 3: Student &amp; Family Engagement</i>	<ul style="list-style-type: none"> <li>-Very high chronic absenteeism (65%)</li> <li>-Disproportionate chronic absenteeism among AA students</li> <li>-Continued declining enrollment</li> </ul>	<ul style="list-style-type: none"> <li>-COVID</li> <li>-Families still anxious to send students in person</li> <li>-School slated to close in 2023</li> <li>-Supplies needed to support instruction</li> <li>-Some parents need translation support for school to feel accessible</li> </ul>
<i>LCAP Goal 4: Staff Supports</i>	-Inconsistent staffing in SDC	-Lack of strong candidates

**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 and allocating funding to supplies, connecting families with resources, supporting staff development, and improving instructional practices through PD and intervention led by a TSA.

**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, Black/African-American students, and Latino 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.

**2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

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

**SPSA Year Reviewed:** 2022-23

**SPSA Link:** [2022-23 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.**

With the news of an impending closure, some of the strategies and practices shifted to supporting students and families through this process.

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

We are seeing progress towards our goals for iReady and ELPAC, with students improving in reading, math, and

**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.**

See below.

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

<b>Title I Expenditure</b>	<b>Target Addressed by Expenditure</b>	<b>Actions/Activities (e.g., what does this person or program do?)</b>	<b>What is working/not working? Why? (Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</b>	<b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b>
Academic Mentor	i-Ready Reading at or above Mid-Grade	-Support small groups of students	-100% of classrooms have small group support	Continue because it is a flexible way to provide student support.
Consultants (Lincoln)	Student Connectedness to School	-Provide individual therapy on campus for students -Provide rehab support through classroom and recess push in -Provide Lunch Bunch and social skills groups	-Serves about 30 students with direct SEL support	-Continue (maybe with a different provider)
Extra Comp (Translation)	Student Connectedness to School	-Support families in accessing school events and parent-teacher conferences	-Back to School Night provided in 3 languages, parent teacher conferences available in all home languages	-Continue

Extra Comp Teachers	i-Ready Math at or above Mid-Grade	-2 extra days of PD in August to provide time to plan and learn new math curriculum	-Teachers are able to plan initial units for math and first 6 weeks of school	-Continue
fingerprinting for parents	Student Connectedness to School	-stipend for parents to get fingerprinting for volunteering	-This is accessible through Oakland Ed Fund this year	Discontinue
Liscencing	College/Career Readiness	-Tech liscences for programs to support STEM	-Students are accessing virtual field trips and learning about coding/VR	Continue
Substitute Teacher Incentive Plan (STIP) Teacher	i-Ready Reading at or above Mid-Grade	-Cover classrooms for vacancies/absences/observations -Provide reading acceleration with SIPPS	-Beginning of the year vacancy was covered, evaluation pending. -SIPPS provided for upper grades	Continue, unless funded another way.

**2023-24 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](#)

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

**School Priority:** Academic Acceleration and Student Access to Grade Level Content.

**School Theory of Change:**

If teachers engage in unit planning, consistent PLC cycles of inquiry to review student data, and use target data to identify students for academic acceleration, then all students will be supported to access grade level content and we will see an increase in achievement on iReady and SBAC.

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

*All Students*

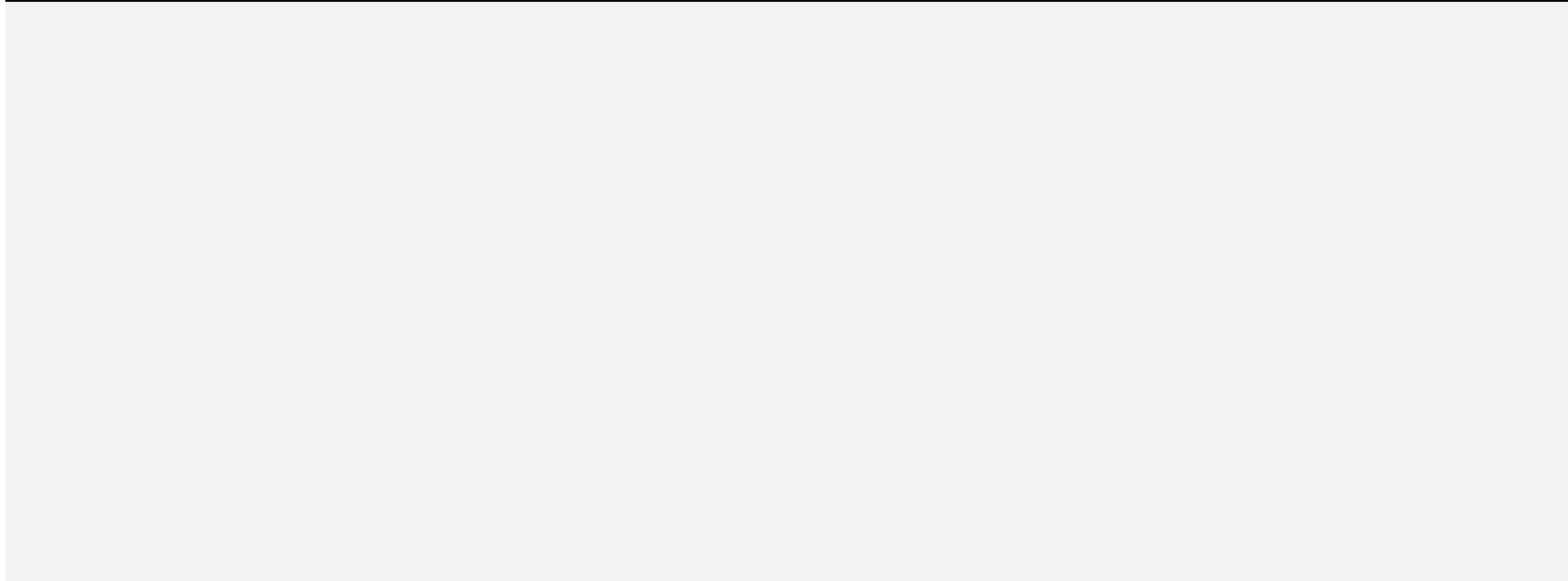
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Provide reading acceleration with small group instruction using SIPPS and informed by data from iReady for all students in K-2 and targeted students in 3-5.	TSA to support PLC and planning time dedicated to identifying students for reading acceleration. Leadership to provide additional reading acceleration support with Literacy Tutors and Academic Mentor (in upper grades).	-iReady Reading Scores -Kinder Letter ID -SIPPS Mastery Tests -IGDI's for TK students -GOLD Observations for TK	-Increase the percentage of students in Kindergarten, Grade 1, and Grade 2 at or above Mid-Grade by 10% as measured by iReady Reading. -Decrease the SBAC DSF on Math and ELA to 68 and 64. -Increase percentage of students in grades 3-5 at or above Mid-Grade by 10% -Increase percentage of 5th graders at or above standard on CAST to 30%	Tier 2

1-2	Provide math acceleration with implementation of small groups and strategic use of iReady MyPath.	TSA to support PLC and planning time dedicated to identifying students for math acceleration using iReady Math data. TSA to provide direct support of math acceleration with one small group in each classroom.	<ul style="list-style-type: none"> <li>-iReady Math Scores</li> <li>-EM2 End of Module Data for K-5</li> <li>-TK: GOLD Observations</li> </ul>	<ul style="list-style-type: none"> <li>-Increase the percentage of students in Kindergarten, Grade 1, and Grade 2 at or above Mid-Grade by 10% as measured by iReady Reading.</li> <li>-Decrease the SBAC DSF on Math and ELA to 68 and 64.</li> <li>-Increase percentage of students in grades 3-5 at or above Mid-Grade by 10%</li> <li>-Increase percentage of 5th graders at or above standard on CAST to 30%</li> </ul>	Tier 2
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<p>1-3</p>	<p>Teachers center conversation around the text, use strategic questioning to support learning for ALL students and use protocols and conversation cues to engage in meaning making.</p>	<p>Principal, TSA and ILT provide PD that is inquiry based around discussion protocols. Principal and TSA observe and provide specific, timely feedback on the implementation of TDQs and academic discussions protocols.</p>	<p>-Informal or Formal Learning Walk Data -Observations from Instructional Coaching Team (Principal, TSA)</p>	<p>-Increase the percentage of students in Kindergarten, Grade 1, and Grade 2 at or above Mid-Grade by 10% as measured by iReady Reading. -Decrease the SBAC DSF on Math and ELA to 68 and 64. -Increase percentage of students in grades 3-5 at or above Mid-Grade by 10% -Increase percentage of 5th graders at or above standard on CAST to 30%</p>	<p>Tier 1</p>
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1-4	Teachers participate in regular collaboration time in PLCs to analyze math standards, student work, assessments, data and instruction.	Provide regular collaboration time to look at math standards, student work, assessments, data, and instruction.	<ul style="list-style-type: none"> <li>-PLC schedules</li> <li>-EM2 End of Module Data</li> </ul>	<ul style="list-style-type: none"> <li>-Increase the percentage of students in Kindergarten, Grade 1, and Grade 2 at or above Mid-Grade by 10% as measured by iReady Reading.</li> <li>-Decrease the SBAC DSF on Math and ELA to 68 and 64.</li> <li>-Increase percentage of students in grades 3-5 at or above Mid-Grade by 10%</li> <li>-Increase percentage of 5th graders at or above standard on CAST to 30%</li> </ul>	Tier 1
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**LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.**

<b>School Priority:</b>	Increased engagement and acceleration for focal student groups.
<b>School Theory of Change:</b>	If KDA increases engagement for focal student groups and supports acceleration for focal student groups through stronger implementation of IEP modifications and D-ELD, then we will see an increase in focal student achievement as measured by attendance data, iReady, and SBAC.
<b>Students to be served by these actions:</b>	<i>African American Students, Students with IEPs, 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?
2-1	Teachers will build strong relationships with AA families through ongoing 2-way communication and contact	Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled, with a focus on AA families.	-Attendance data for AA students -iReady data for AA students		Tier 1
2-2	Teachers will understand and implement modifications for students with IEPs.	Ensure teachers have IEP At-A-Glance and list of modifications for all students. Provide PD and Planning time for teachers to review student modifications and plan for implementation. Support KDA SpEd team to consult regularly with teachers about students in their classrooms with IEPs.	-iReady and SBAC data for students with IEPs -Classroom observations -IEP notes	-Decrease DFS for target student groups by 20 ppt. -Increase percentage of ELL students reclassified.	Tier 3
2-3	Teachers teach Designated ELD (D-ELD) daily.	Establish time for designated ELD in daily schedule. Provide PLC time at least once per month to analyze student language progress and plan. ILT ELL data dive at least 2x/year to evaluate and adjust language program and instruction	-iReady data for ELLs -ELPAC data		Tier 2

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

<b>School Priority:</b>		Increased Daily Attendance Rate			
<b>School Theory of Change:</b>		If we encourage daily attendance and strengthen climate and culture through 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.			
<b>Students to be served by these actions:</b>		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Teachers implement Tier 1 classroom plan to encourage attendance (90%+), and make additional touch points of contact for Tier 2 students (80-90%).	Provide planning time at the beginning of the year for teachers to create classroom attendance plans and schedule time to make additional contact with students who have Tier 2 attendance needs. Social Worker, Family Liaison, and CSM to create a schoolwide attendance plan to support engagement of all students.	-Daily Attendance Rate -Attendance Team agendas	-Decrease chronic absenteeism by 10% to 15% -Decrease suspensions for target student groups by 2 ppt. -Increase connectedness to school to 80%.	Tier 1
3-2	Teachers use Sown to Grow data gathered weekly to inform classroom SEL check ins, individual student check ins, and tier 2 COST referrals for students.	Provide PD on implementation of Sown to Grow. Social Worker, Family Liaison, and CSM to create plan for using STG data to inform COST referrals.	-Sown to Grow data -Daily Attendance Rate -COST agendas	-Decrease chronic absenteeism by 10% to 15% -Decrease suspensions for target student groups by 2 ppt. -Increase connectedness to school to 80%.	Tier 2

3-3	Teachers will maintain consistent contact with families and provide updates on academic and social emotional growth.	Ensure time is on the school calendar for parent teacher conferences, schoolwide events for families to attend, and provide planning time for staff to engage families.	-Sign in sheets for parent teacher conferences -Class Dojo participation data -CHKS survey data	-Decrease chronic absenteeism by 10% to 15% -Decrease suspensions for target student groups by 2 ppt. -Increase connectedness to school to 80%.	Tier 1
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**LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland’s rich diversity.**

<b>School Priority:</b>	Ensuring teachers receive strong professional learning and support for implementing core curriculum and instructional priorities.
<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 experience success.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers engage with PLC and data cycles to improve instruction.	Provide consistent PLC time by scheduling additional weekly preps. Ensure TSA/Principal attend PLCs. PLCs create norms and vision, and use PLC rubric to set goals for shared learning.	-PLC schedules -PLC agendas -% of teachers that report feeling connected and engaged in PLCs (on staff survey)	-100% of teachers have access to a network of resources and professional development to implement new curriculum	Tier 1

4-2	Teachers collaborate and observe each other giving instruction and give each other feedback.	Schedule time for teachers to observe each other, providing STIP coverage and/or prep times to provide coverage. Ensure all classrooms are observed and teachers receive feedback on core instruction from TSA/Principal.	-Scheduled walkthroughs and Peer observations -Feedback documentation -Observation tools	-100% of teachers have access to a network of resources and professional development to implement new curriculum	Tier 1
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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>	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	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Teachers progress monitor the learning of Black students towards meeting the learning target.	Provide professional development on high leverage teaching strategies.	-Task of focal AA students -Informal or Formal Learning Walk Data -Coaching cycle -SIPPS Mastery -EM2 End of Module Assessments -iReady MyPath	-Decrease DFS for target student groups by 20 ppt. -Increase percentage of ELL students reclassified.	Tier 1
5-2	Work to disrupt deficit thinking, leverage Black students' linguistic and cultural assets, and build empowering narratives	Partner with AAMA to provide targeted support for Black Students in grades 3-5. Facilitate equity conversations, developing norms for disrupting deficit thinking, and integrate Black student cultures into school-wide rituals and practices.	-Schedule for AAMA -Attendance data for Black Students -Learning Walk Data -Culturally Relevant Classroom Practices	-Decrease DFS for target student groups by 20 ppt. -Increase percentage of ELL students reclassified.	Tier 1

## CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

Reference your required pre-work: [Stages of ELD Implementation Self-Assessment](#)

<b>School Priority:</b>	By May 2024, 25% of ELL students at KDA are 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>	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	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Integrate GLAD strategies into all content areas to support access for ELL students.	TSA to provide targeted PD and planning support for implementation of GLAD strategies in identified content areas (math, EL Ed, science).	-Evidence of GLAD based strategies in classrooms with walkthrough data	-Decrease DFS for target student groups by 20 ppt. -Increase percentage of ELL students reclassified.	Tier 1
6-2	Additional Designated ELD for newcomers	Assign STIP, TSA or Academic Mentor to provide additional newcomer Designated ELD pull out using district-adopted D-ELD curriculum, Systematic ELD, and NatGeo In the USA (depending on newcomer status and language needs)	-Daily schedules include protected designated ELD -Teacher attendance in newcomer PDs -Observation and feedback	-Decrease DFS for target student groups by 20 ppt. -Increase percentage of ELL students reclassified.	Tier 2
6-3	Support newcomer students with additional school engagement.	Family Liaison to collaborate with Social Worker and CSM to create newcomer onboarding plan to address need for increased engagement.	-Onboarding plan	-Decrease DFS for target student groups by 20 ppt. -Increase percentage of ELL students reclassified.	Tier 2

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Afterschool contract over \$25K	\$106,246	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Ensure time is on the school calendar for parent teacher conferences, schoolwide events for families to attend, and provide planning time for staff to engage families.	172-1
Afterschool contract \$25K	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Work to disrupt deficit thinking, leverage Black students' linguistic and cultural assets, and build empowering narratives	172-2
Facilitator Manhood Development Program	\$61,853	California Community Schools Partnership Program	1105	Certificated Teachers' Salaries	New	Facilitator Manhood Development Program	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Partner with AAMA to provide targeted support for Black Students in grades 3-5. Facilitate equity conversations, developing norms for disrupting deficit thinking, and integrate Black student cultures into school-wide rituals and practices.	172-3
Social Worker	\$101,192	California Community Schools Partnership Program	1205	Certificated Pupil Support Salaries	8842	Social Worker	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers use Sown to Grow data to inform classroom SEL check ins, individual student check ins, and tier 2 COST referrals for students.	172-4
12-Month Community School Manager	\$104,449	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	4917	12-Month Community School Manager	0.60	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Family Liaison to collaborate with Social Worker and CSM to create newcomer onboarding plan to address need for increased engagement.	172-5
Family/Parent Liaison, Bilingual	\$52,557	California Community Schools Partnership Program	2405	Clerical Salaries	New	Family/Parent Liaison, Bilingual	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Family Liaison to collaborate with Social Worker and CSM to create newcomer onboarding plan to address need for increased engagement.	172-6
Supplies	\$450	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers implement Tier 1 classroom plan to encourage attendance, and make additional touch points of contact for Tier 2 students.	172-7
Contract Services	\$12,500	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers use Sown to Grow data to inform classroom SEL check ins, individual student check ins, and tier 2 COST referrals for students.	172-8



PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Counseling	\$20,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers use Sown to Grow data to inform classroom SEL check ins, individual student check ins, and tier 2 COST referrals for students.	172-9
Contract Services	\$50,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	Provide reading acceleration with small group instruction using SIPPS and informed by data from iReady.	172-10
Extended contracts	\$15,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Participation in Foundational Professional Learning	Provide planning time at the beginning of the year for teachers to create classroom attendance plans and schedule time to make additional contact with students who have Tier 2 attendance needs. Social Worker, Family Liaison, and CSM to create a schoolwide attendance plan to support engagement of all students.	172-11
STIP Teacher	\$87,394	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	6649	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Schedule time for teachers to observe each other, providing STIP coverage and/or prep times to provide coverage. Ensure all classrooms are observed and teachers receive feedback on core instruction from TSA/Principal.	172-12
Early Literacy Tutor	\$14,535	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	8948	Early Literacy Tutor	0.35	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Provide reading acceleration with small group instruction using SIPPS and informed by data from iReady.	172-13
Early Literacy Tutor	\$16,004	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	8718	Early Literacy Tutor	0.35	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Provide reading acceleration with small group instruction using SIPPS and informed by data from iReady.	172-14

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Copier Maint.	\$1,000	LCFF Discretionary	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers engage with PLC and data cycles to improve instruction.	172-15
Supplies	\$10,000	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Ensure time is on the school calendar for parent teacher conferences, schoolwide events for families to attend, and provide planning time for staff to engage families.	172-16
Work Orders	\$340	LCFF Discretionary	5720	Maintenance Work Orders	n/a	n/a	n/a		College/Career Readiness	Provide planning time at the beginning of the year for teachers to create classroom attendance plans and schedule time to make additional contact with students who have Tier 2 attendance needs. Social Worker, Family Liaison, and CSM to create a schoolwide attendance plan to support engagement of all students.	172-17
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$72,070	LCFF Supplemental	1105	Certificated Teachers' Salaries	7213	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.55	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Provide consistent PLC time by scheduling additional weekly preps. Ensure TSA/Principal attend PLCs. PLCs create norms and vision, and use PLC rubric to set goals for shared learning.	172-18
10-Month Classroom Teacher on Special Assignment (TSA)	\$67,368	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	9139	10-Month Classroom Teacher on Special Assignment (TSA)	0.55	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	TSA to provide targeted PD and planning support for implementation of GLAD strategies in identified content areas (math, EL Ed, science).	172-19
Subs.	\$4,217	LCFF Supplemental	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	ELL Reclassification	Establish time for designated ELD in daily schedule. Provide PLC time at least once per month to analyze student language progress and plan. ILT ELL data dive at least 2x/year to evaluate and adjust language program and instruction	172-20

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPISA ACTION	BUDGET ACTION NUMBER
Library Technician	\$31,868	Measure G, Library Support	2205	Classified Support Salaries	7781	Library Technician	0.50	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers center conversation around the text, use strategic questioning to support learning for ALL students and use protocols and conversation cues to engage in meaning making.	172-21
Early Literacy Tutor	\$2,076	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8948	Early Literacy Tutor	0.05	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Provide reading acceleration with small group instruction using SIPPS and informed by data from iReady.	172-22
Early Literacy Tutor	\$2,500	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8718	Early Literacy Tutor	0.05	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Provide reading acceleration with small group instruction using SIPPS and informed by data from iReady.	172-23
Early Literacy Tutor	\$19,997	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	7479	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Provide reading acceleration with small group instruction using SIPPS and informed by data from iReady.	172-24
Translation Services	\$1,840	Title I, Part A Parent & Family Engagement	2925	Other Classified Salaries: Overtime	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Family Liaison to collaborate with Social Worker and CSM to create newcomer onboarding plan to address need for increased engagement.	172-25
10-Month Classroom Teacher on Special Assignment (TSA)	\$55,119	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	9139	10-Month Classroom Teacher on Special Assignment (TSA)	0.45	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	TSA to support PLC and planning time dedicated to identifying students for reading acceleration. Leadership to provide additional reading acceleration support with Literacy Tutors and Academic Mentor (in upper grades).	172-26
Supplies	\$3,881	Title I, Part A Schoolwide Program	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Ensure teachers have IEP At-A-Glance and list of modifications for all students. Provide PD and Planning time for teachers to review student modifications and plan for implementation. Support KDA SpEd team to consult regularly with teachers about students in their classrooms with IEPs.	172-27

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Lincoln Childcare	\$10,000	Title I, Part A Schoolwide Program	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Teachers use Sown to Grow data to inform classroom SEL check ins, individual student check ins, and tier 2 COST referrals for students.	172-28
Mentor	\$4,600	Title IV, Part A Student Support & Academic Enrichment	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Math at or above Mid-Grade	Provide math acceleration with implementation of small groups and strategic use of iReady MyPath.	172-29
Early Literacy Tutor	\$19,997	Universal Prekindergarten Planning & Implementation Grant	2105	Classified Instructional Aide Salaries	7479	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Provide reading acceleration with small group instruction using SIPPS and informed by data from iReady.	172-30



**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

#### **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 and will be in effect for the period August 8, 2022 through May 31, 2023.

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

Amie Lamontagne Akuma  
**Name of Principal**



**Signature of Principal**

08/26/2022  
**Date**

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





## **School-Parent Compact**

### **Korematsu Discovery Academy**

### **2022-2023**

*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 2022-23 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) In K-5, technology to support student learning with iReady 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
  - b) Back to School Night and Open House
  - c) Monthly SSC Meetings
  - d) 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, and ensuring 30 minutes of reading every day.

This Compact was adopted by Korematsu Discovery Academy, and will be in effect for the period of August 8, 2022, to May 31, 2023.

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, 2022.

Amie Akuma Lamontagne  
**Name of Principal**

A handwritten signature in black ink, appearing to read 'Amie Akuma Lamontagne', with a long horizontal flourish extending to the right.

**Signature of Principal**

08/26/2022  
**Date**



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

Strategic Resource Planning (SRP)

## KOREMATSU DISCOVERY ACADEMY

### School Site Council Membership Roster

**2022-2023**

### SSC - Officers

Chairperson:	Kristina Molina
Vice Chairperson:	Raquel Striplin
Secretary:	Brittani Venard

### 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 Akuma	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
Miyatah McCoy	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>2nd</b>
Andrea Ruiz	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
Brittani Venard	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>2nd</b>
Derek Pirner	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
Miguel Ahumada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>2nd</b>
Kristina Molina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1</b>
Mari Mendez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1</b>
Raquel Striplin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1</b>
Julius Marmaril	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1</b>
ALTERNATE: Maria Ayala	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>SSC Meeting Schedule:</b> <small>(Day/Month/Time)</small>	Last Tuesday of the Month, 3:00pm
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**SSC Legal Requirements (EC Sections 65000-65001):**

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

