

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 26, 2013

To: Board of Education

From: Tony Smith, Superintendent
Maria Santos, Deputy Superintendent Instruction, Leadership & Equity in Action
Vernon Hal, Deputy Superintendent Business & Operations
Susana Ramirez Director, State and Federal Compliance

Re: 2013 - 2014 Community Schools Strategic Site Plan (CSSSP)

Action Requested:

The Board of Education is requested to approve the 2013-2014 Community Schools Strategic Site Plan for Student Achievement for Fred T. Korematsu Elementary School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (Community Schools Strategic Site Plan CSSSP) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the School Site Council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the Single Plan for Student Achievement is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. (API).

Discussion:

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

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Community Schools Strategic Site Plan.

State Programs

- Economic Impact Aid/School Compensatory Education
- Economic Impact Aid/Limited English Proficient
- Quality Education Improvement Act (QEIA)
- School Improvement Grant (SIG)

Federal Programs

- Title I, Part A

Recommendation:

The Board of Education is requested to approve the 2013-2014 Community Strategic Site Plan for Fred T. Korematsu Elementary School.



Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: Fred T. Korematsu Discovery Academy

0112813

School Year: 2013-2014

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Dear OUSD Staff, Parents, and Community Members:

On behalf of the OUSD leadership, thank you! In our second year of the Community School Strategic Site Plan (CSSSP or C3SP) process, let's celebrate our collaborative efforts in serving all children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child and to link caring school communities with Oakland neighborhoods across our city. We believe that each child in Oakland must be ready to succeed in college, community, and careers that lead them to healthy and happy lives. With these beliefs, we engage in creating a Full Service Community School District filled with Full Service Community Schools. Every school will act as a resource and service hub that connects with local partners to help build healthy and vibrant schools and communities.

Learning lessons from and building upon the first year's experiences, we continue to strive for alignment, effectiveness, and efficiency. The CSSSP is closely aligned with the larger organizational strategic plan, Community Schools, Thriving Students; but we must also synchronize with other school-based instruments such as the Western Association of Schools & Colleges (WASC) accreditation and our district's pioneering School Quality Review (SQR) process. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CSSSP is a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. The 2011-2012 Community Schools Strategic Site Plans represented our first steps in the development of each site's priorities for the 2012-2015 school years. This next step for 2012-13 will represent the deepening, enhancing, and refinement of each school's groundwork.

Last year, each site created a Community School Leadership Team, incorporating members of the School Site Council (including English Language Advisory Council (ELAC), the principal, parents, teachers, staff), and in secondary schools, student member(s). Additionally, each school recruited their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will continue to analyze data, enhance strategies, and drive the development of the CSSSP for their school and supported through a collaborative engagement process that utilizes the recently adopted Meaningful Family Engagement Standards (adopted by OUSD in Spring 2012). In our second year of implementation, we are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland. Thank you!

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

VISION: All students will graduate from high school. As a result, they are caring, competent and critical thinkers, fully-informed, engaged and contributing citizens and prepare to succeed in college and career.

MISSION: Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

GOAL AREAS:

Every student in the Oakland Unified School District will:

- Attend a SAFE, HEALTHY, and SUPPORTIVE SCHOOL - Oakland will become a full-service community district that will collaborate with civic and community partners to reduce violence in the community and schools thereby creating secure campuses where a culture of calm prevails.
- Learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically and reason mathematically for post-secondary success.
- Have HIGH QUALITY and EFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

The Oakland Unified School District will:

- Become a FULL SERVICE COMMUNITY DISTRICT that is in service of and fully supporting the success of community schools and thriving students.
- Be ACCOUNTABLE for HIGH QUALITY for its schools and in its work across the organization.

SCHOOL SITE

CONTEXT

The Fred T. Korematsu Discovery Academy (KDA), a K-5 school in the Oakland Unified School District (OUSD), opened in August 2006. Our school population of 409 students is made up mainly of Latino (74%) and African American (18%) students. The rest of the school population is composed of White, Pacific Islander, Vietnamese, Filipino, and Arab students. The majority of our students are English Language learners (65%), while the rest of our students are native speakers of English (24%), or have been reclassified as fluent English speakers (9%), or are were classified as initially fluent in English (2%). More than 90% of our students are eligible for free or reduced-priced lunch. Over the last 4 years we have increased our API score by over 160 points; our 2012 Growth API is 735. In 2011, we left Program Improvement status (PI), were awarded as the Alameda County English Learner School of the Year, and received a nomination as a National Blue Ribbon Certified School.

VISION

As a small community-based school developed and designed by a committee of parents, staff, and community members, our mission is to provide our students with the highest quality education through inquiry-based, hands-on learning opportunities. The Common Core Standards, along with the California Content Standards, as well as an understanding that the populations from which our students come have historically been denied equitable access to these same standards, guide us in all of our instructional decisions. It is our imperative to provide for our students the access, support, and resources they require to enter and find success in the discourse community of academic literacy. Our students? learning is led by rigorous and thoughtful instruction in order to develop the knowledge and habits of mind, as well as

the academic and disciplined language skills, needed for success in both higher education and the developing information-based economy. Our students' development of academic English literacy is one of our primary goals. At the heart of our theory of action is the belief that students will achieve academically when they are active, social and creative learners. Our core beliefs include:

- o An inquiry-based approach to instruction will develop the higher-order thinking skills and the academic literacy needed for our students to become life-long learners.
- o By focusing on individual student needs and gains (as we learned from the OUSD Focal 15 Project), we can better know how to move the system of our work to meet ALL of our students' needs. The individual student's needs can be indicative of many students' needs, and we must create levels of response that serve both individuals and groups.
- o It is important to foster the development of personal and social responsibility of every student by instituting structures that promote self-respect, positive social interactions and community involvement.
- o We must focus our efforts on what is best for the whole child.
- o Language plays an essential role in learning. Thinking takes place in communication.
- o Diversity of culture and language is an asset, one that ultimately enriches the discourse and knowledge of every discipline.
- o Equity means access, and access means giving students whatever support they require. All students have the ability to succeed academically, creatively and physically.
- o Knowledge that we already possess affects our ability to learn new knowledge.
- o Learning is an active process in which learners construct new ideas or concepts. Learning is a socially situated activity that is enhanced in meaningful contexts.
- o Motivation is a key component in learning, and effective learning requires that students take control of their own learning. Students are naturally inquisitive and learn best by doing.
- o Positive family involvement improves student achievement and self-esteem.
- o Effective teaching is strengthened by opportunities for professional development and collaboration.
- o School governance is most effective when all stakeholders have a voice in decision-making. The entire community benefits when everyone is involved in improving and protecting the social, political, economic, and ecological elements of the places where we live.

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

Strategic Priority: The Accountability Plan

In June 2011, the OUSD Board of Education adopted our School Quality Standards. These standards include outcome standards that define for OUSD what "good" performance is. These are the standards we use to measure the extent to which our schools are ensuring that all of our students are thriving and likely to contribute to the health of our communities.

1. A quality school sets and achieves clear and measurable program goals and student learning objectives.
2. All students demonstrate progress on academic and social goals each year and across years.
3. All students achieve at similarly high rates and any gaps in achievement are substantially narrowing.
4. All students achieve at levels that compare positively with state and national averages and with similar schools.
5. All students demonstrate critical thinking skills and apply those skills towards solving complex tasks.
6. All students demonstrate skills in and knowledge of the arts and literature.
7. All students demonstrate an ability to understand and interact with people from different backgrounds.
8. All students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest.
9. All students demonstrate the attributes and skills of emotional health and well-being.
10. All students demonstrate the skills, knowledge, and dispositions needed in the world of work.
11. All students demonstrate the skills, knowledge, and dispositions of engaged citizens.

OUSD schools will use these outcome standards to define and assess how they are developing toward quality Full Service Community Schools. School-level goals and metrics in the following sections should explicitly refer to these outcomes standards.

The School Accountability Plan

The Principal, the Instructional Facilitator, and the Instructional Leadership Team are responsible for monitoring our strategies to support the development of our Full Service Community School. Here are some examples of our monitoring strategies: After each district benchmark, Grade Level Academic Accountability Conference meetings are held in which the principal, instructional facilitator, and grade levels meet to analyze and discuss in depth the results of the benchmark assessment and decide what instructional strategies to implement and which standards need to be taught again. In addition, we also use the data to set goals for the next benchmark. These goals are shared with parents during report card conferences three times per year and through letters sent home with each student. Parents also receive a progress report on their child's performance every two weeks. Every child that meets or exceeds their set benchmark goals in ELA and/or Math receives a certificate and a medal during our benchmark celebration assemblies. Parents are invited to attend and often fill the auditorium to capacity. The scores from the Winter ELA benchmarks are used as indicators of CST progress. Teachers analyze their performance on specific standards and modify their instruction in order to prepare students. Every week, each grade level team of teachers meets with the principal and the instructional facilitator as a professional learning community. During these meetings, we share formal, informal, and anecdotal data in the form of student work, assessment results, and instructional practices. As a team, we discuss how the data results will shape instruction and how teachers can differentiate to meet the needs of students with different capabilities. Using the data, each team also chooses target students to monitor, in order to collect more data and identify the practices that work for different groups of children. Since the principal and the instructional facilitator are meeting with the teachers weekly, they are able to work on vertical alignment school-wide by connecting practices and strategies across the grades. Assessment data plays a huge role in our Response to Intervention program. As stated above, classroom teachers use the benchmark data to differentiate instruction during the regular language arts and math blocks and target specific standards for individual students or the class as a whole. The instructional facilitator analyzes the data from the CST, CELDT, STAR reading assessment, Scholastic Reading Inventory, district benchmarks, and a series of diagnostic assessments (e.g. BPSTIII and IWT) in order to group students (Kindergarten-Second Grade and Third Grade -Fifth Grade) for Tier 2 RTI. This data is utilized in combination with student reading levels to place them in reading groups for reciprocal teaching in guided reading groups. In addition, the instructional facilitator uses the data to identify

students in need of Tier 3 pull-out intervention services in small groups. Data from student performance on the Basic Phonics Skills Test and the Irregular Word Test, for example, are utilized to inform the intervention specialist what specific decoding skills to teach. In order to maintain a steady flow of data collection, analysis, and appropriate student placement, teachers administer other assessments monthly, such as a MAZE passage, fluency measure, and running records. This data is put into a school-wide database and used to move students based upon their growth or regression. As a result, students are receiving reading instruction at their levels, differentiated for their needs, based on constant analysis of assessment data.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Fred T. Korematsu Discovery Academy

Principal: CHARLES WILSON

From OUSD Strategic Plan:

We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy Framework. The beginning of our work will ensure that we assess reading levels of all students across the system. Additionally, we will approach literacy from a Response to Intervention Framework, ensuring that students have access to high-quality instruction and that higher tiers of support are provided when needed. OUSD must develop a PreK-12 core curriculum aligned to college and career ready standards and to the Common Core State Standards as they develop.

District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year (in two years for MS and HS)
3. Move/maintain CST Proficient and Advanced students
4. Accelerate reading by 1.5 additional grade levels for 3rd through 5th graders as measure by SRI to reach grade level standard (2 additional grade levels starting with 6th graders for MS, 3 additional grade levels starting with 9th graders for HS)
5. Student use of academic language and engagement with grade level content aligned to the Common Core Sate Standard will be increased from fall to spring as evidenced by principal observations.

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

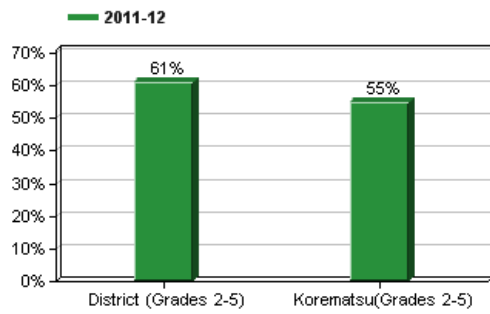
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college

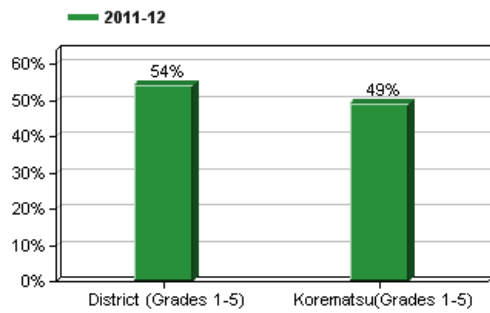
Benchmark

ELA MidYear % At/Above BMark in Reading Comprehension



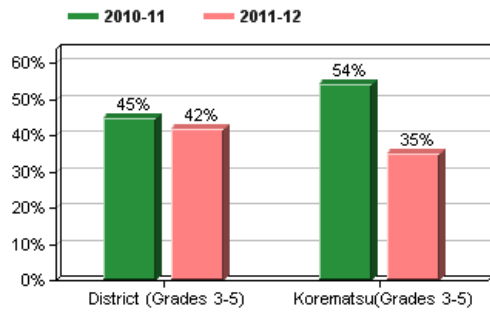
CELDT

% Growth in CELDT 2 Year Cohort Growth Report

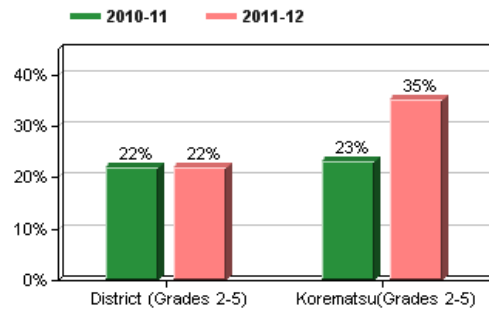


CST

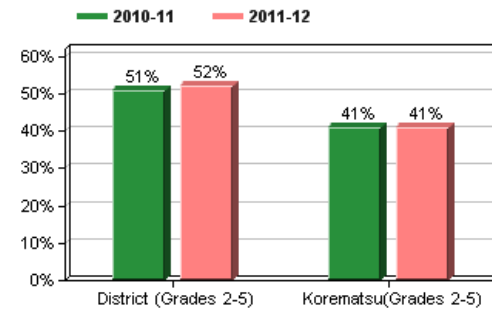
% Growth in CST/CMA ELA 2 Year Cohort Growth Report



CST/CMA ELA % BB/FBB

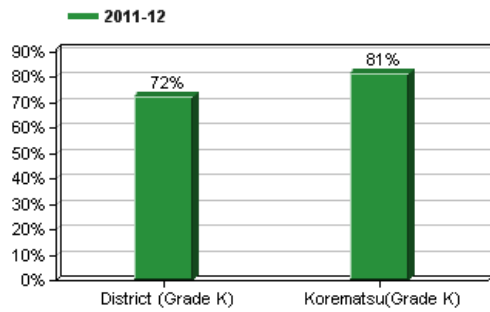


CST/CMA ELA % Prof/Adv

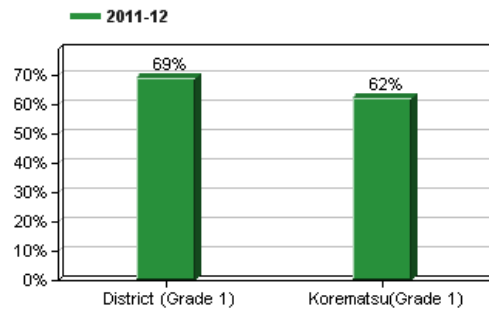


DIBELS

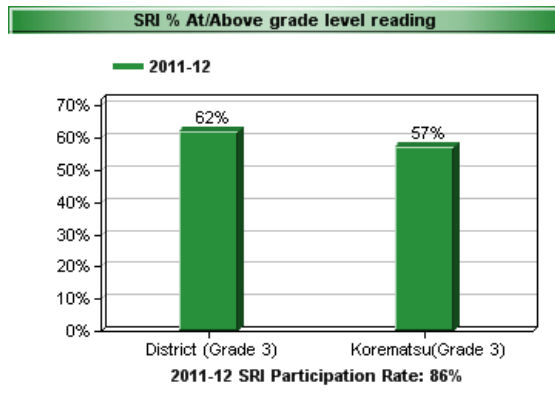
DIBELS EOY GrK % Low Risk in Letter Naming



DIBELS EOY Gr1 % Low Risk in Oral Reading



SRI



School Data

-
-
-
-
- 12/13 ELA Benchmarks as of 3/01/13 (%BB / % Prof or Adv): 2nd-5th=16%/60% / 2nd=31%/38% / 3rd=5%/82% / 4th=16%/66% / 5th=8%/62% // 12/13 DIBELS/IDEL as of 2/23/13 (% FBB/ % Prof or Adv): K-1st=4%/71% / K=9%/67% / 1st=0%/75%
- 12/13 ELA Benchmarks By Sub-Groups as of 3/01/13 (%BB / % Prof or Adv): All K-1st=4% /71% / Af.Am K-1st=12% /77% / Latino K-1st=3% /68% / EO K-1st=8% /78% / ELL K-1st=4% /71% // All 2nd-5th=16% /60% / Af.Am 2nd-5th=13% /72% / Latino 2nd-5th=17% /58% / EO 2nd-5th=8% /75% / ELL 2nd-5th=21% /50%
-

Data Analysis

- Even though KDA was able to maintain its highest-to-date level of proficiency of 41% on the CST/CMA, there was a disturbing drop to 35% of students who grew or stayed in the advanced proficiency band for 2 years.
- These losses were most evident in 3rd and 5th grades. However, current ELA Benchmark data for 2nd-5th Grades shows a reversal of this trend. Looking at the Fall and Winter Benchmarks, 58% of students grew or remained at the highest quintile.
- KDA bettered OUSD in K LNF and 1st Grade ORF measures. On the 2012 Mid-year Benchmark, 84% of K and 72% of 1st Grade scored as proficient on these respective measures. Our work in Reading Comprehension and Intervention made this possible.
- KDA is dedicated to using SRI as a concrete measure of students' reading level. Despite only 16% of 3rd Graders currently scoring at grade-level, we are inspired by the 12 percentage point decrease in 2nd-5th Graders scoring in the bottom quartile.
- KDA uses leveled Comprehension Workshop in all grades, along with novel-based instruction in our upper grades. Our science-based writing program in all grades and an intervention program provide all students with strong literacy foundations.

Theory of Action

- KDA is committed to providing a well-rounded balanced literacy program for our students, including meaningful word work, leveled reading workshops, and writing workshops that incorporate disciplinary content.

- Using the CA Common Core Standards, instruction for each grade is based on what students need to learn rather than publishers pacing guides. We use grade-level texts from literature, science, and social studies to drive our literacy instruction.
- KDA has developed a strong practice of collecting and analyzing student data, including running records, phonics surveys, and standardized test scores. Teachers collaborate by using data to group and deploy children for Comprehension Workshop.
- Comprehension Workshop is hard, but worth the effort. Grade level teams/circuits use consistent instructional schedules so that children can move to classes multiple times daily so they will receive instruction best suited for their learning needs.
- Literacy interventions include the deployed leveled instruction, guided access to Fast ForWord Literacy and Reading Assistant programs, and the small-group pull out sessions where students practice phonemic blending and extended fluency practice.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Science Instruction Focused on developing the cognitive / interpersonal skills in support of the Common Core Standards	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	4/2/2013	172SQ11A5212	Science Instruction Focused on developing the following cognitive / interpersonal skills in support of the Common Core Standards: 1) Asking questions and defining problems; 2) Developing and using models; 3) Planning and carrying out investigations; 4) Analyzing and interpreting data; 5) Using mathematics and computational thinking; 6) Constructing explanations and designing solutions; 7) Engaging in argument from evidence; 8) Obtaining, evaluating, and communicating information.	N/A			0	\$0.00
Mathematics Instruction Focused on developing cognitive / interpersonal skills in support of the Common Core Standards	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	4/2/2013	172SQ11A5213	Mathematics Instruction Focused on developing cognitive / interpersonal skills in support of the Common Core Standards: 1) Make sense of problems and persevere in solving them; 2) Reason abstractly and quantitatively; 3) Construct viable arguments and critique reasoning of others; 4) Model with mathematics; 5) Use appropriate tools strategically; 6) Attend to precision; 7) Look for and make use of structures; 8) Look for and express regularity in repeated reasoning.	N/A			0	\$0.00
Language Arts Instruction Focused on	Local						Language Arts Instruction Focused on developing the cognitive / interpersonal skills in support of the Common Core Standards: 1) Students demonstrate independence; 2) Students build strong content knowledge; 3) Students respond to the					

developing the cognitive / interpersonal skills in support of the Common Core Standards	assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	4/2/2013	172SQ11A5214	varying demands of audience, task, purpose, and discipline; 4) Students comprehend as well as critique; 5) Students value evidence; 6) Students use technology and digital media strategically and capably; 7) Students come to understand other perspectives and cultures.	N/A			0	\$0.00
Balancing Science instruction and Math instruction so that sufficient time is available for the development of critical thinking skills and expression in both fields					3/26/2013	172SQ11A1857	Balancing Science instruction and Math instruction so that sufficient time is available for the development of critical thinking skills and expression in both fields	N/A			0	\$0.00
Implement "Parents Ready For School (PR4S)" training series in Spring of each year to prepare incoming families for successful transition to kindergarten.	Attendance	Pre-Kindergarten	End of Year	Other	3/27/2013	172SQ11A5110	Implement "Parents Ready For School (PR4S)" training series in Spring of each year to prepare incoming families for successful transition to kindergarten.	N/A			0	\$0.00
Blended Learning Project: Students in multiple grades will use computers to access curriculum that will support accelerated growth, necessary remediation, and independently selected content in language arts, math, science, and social studies.	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	4/2/2013	172SQ11A5215	Blended Learning Project: Students in multiple grades will use computers to access curriculum that will support accelerated growth, necessary remediation, and independently selected content in language arts, math, science, and social studies.	Funded by Community Partner			0	\$0.00
Develop and support Parent-led School Governance Committee with a primary goal of increasing Parent and Community Engagement. Monthly meetings will be held to survey current needs and plan engagement events in addition to planning and revising CSSSP work.	Survey data (CHKS, etc.)	All Students	Monthly	Other	4/2/2013	172SQ11A5111	Develop and support Parent-led School Governance Committee with a primary goal of increasing Parent and Community Engagement. Monthly meetings will be held to survey current needs and plan engagement events in addition to planning and revising CSSSP work.	N/A			0	\$0.00
Weekly collaboration by teachers to develop common lesson plans and lesson objectives.					3/26/2013	172SQ11A1834	Weekly collaboration by teachers to develop common lesson plans and lesson objectives.	N/A			0	\$0.00
Daily writing in the							Daily writing in the					

discipline of Science, supported by weekly Data Teams / PLC meetings led by Principal and Instructional Facilitator.					3/26/2013	172SQ11A1835	discipline of Science, supported by weekly Data Teams / PLC meetings led by Principal and Instructional Facilitator.	N/A			0	\$0.00
Daily use of leveled Guided Reading groups, deployed across grade-levels and circuits. Work is supported by dedication of weekly planning and PD time and monitored by SRI and Running Records Level data.	Local assessments (benchmarks, PWA)	All Students	Monthly	Principal	4/2/2013	172SQ11A1832	Daily use of leveled Guided Reading groups, deployed across grade-levels and circuits. Work is supported by dedication of weekly planning and PD time and monitored by SRI and Running Records Level data.	N/A			0	\$0.00
We are addressing the Achievement Gap for African American students by modifying our instructional and assessment program to allow students to apply their conceptual and procedural skills in increasingly sophisticated ways, supported by peer collaboration and consensus development, building the kind of sophisticated critical thinking skills as outlined in the California Common Core Standards.					3/26/2013	172SQ11A3840	We are addressing the Achievement Gap for African American students by modifying our instructional and assessment program to allow students to apply their conceptual and procedural skills in increasingly sophisticated ways, supported by peer collaboration and consensus development, building the kind of sophisticated critical thinking skills as outlined in the California Common Core Standards.	N/A			0	\$0.00
Refreshments for parent meetings, trainings, and school events to foster increased parent engagement and involvement.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Principal	3/25/2013	172SQ11A5102	Refreshments for parent meetings, trainings, and school events to foster increased parent engagement and involvement.	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$1,200.00
Instructional Facilitator will provide coaching and data analysis support for teachers using Leveled Reading groups and whole Group Direct Instruction in Word Knowledge and Reading Comprehension	State tests (CST/STAR, PFT)	English Learners	Every Marking Period	Principal	3/25/2013	172SQ11A5088	Instructional Facilitator will provide coaching and data analysis support for teachers using Leveled Reading groups and whole Group Direct Instruction in Word Knowledge and Reading Comprehension	7091-EIA - LEP		TC111F0092	0.6	\$48,423.11
Instructional Facilitator will provide coaching and data analysis support for teachers using Leveled Reading groups and whole Group Direct Instruction	State tests (CST/STAR, PFT)	FBB, BB and BAS	Every Marking Period	Principal	3/25/2013	172SQ11A5089	Instructional Facilitator will provide coaching and data analysis support for teachers using Leveled Reading groups and whole Group Direct Instruction	7090-EIA - SCE		TC111F0092	0.4	\$32,282.07

in Word Knowledge and Reading Comprehension							in Word Knowledge and Reading Comprehension					
Improve integration of After School Program with regular instruction: ASP coordinator will attend all SSC meetings; Community-building and Behavioral Support professional development will be shared across teachers and ASP mentors; ASP family events will be linked to school academic celebrations / family engagement activities.	Local assessments (benchmarks, PWA)	All Students	Monthly	After school program coordinator	4/30/2013	172SQ11A6005	Improve integration of After School Program with regular instruction: ASP coordinator will attend all SSC meetings; Community-building and Behavioral Support professional development will be shared across teachers and ASP mentors; ASP family events will be linked to school academic celebrations / family engagement activities.	N/A			0	\$0.00
Parent workshops (with School Climate Committee) on the transition to the Common Core Standards, focused on key shifts (e.g. supporting opinions with valid evidence, reading beyond the surface of a text or looking for multiple solutions to a math problem) and ways families can support this work.	State tests (CST/STAR, PFT)	All Students	Monthly	Leadership Team	4/30/2013	172SQ11A6007	Parent workshops (with School Climate Committee) on the transition to the Common Core Standards, focused on key shifts (e.g. supporting opinions with valid evidence, reading beyond the surface of a text or looking for multiple solutions to a math problem) and ways families can support this work.	N/A			0	\$0.00
Leveled Reading Libraries for Classes and for Library to promote increased home/school family reading.	State tests (CST/STAR, PFT)	English Learners	Monthly	Leadership Team	3/25/2013	172SQ11A5104	Leveled Reading Libraries for Classes and for Library to promote increased home/school family reading.	7091-EIA - LEP	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$4,090.69
Leveled Reading Libraries for Classes and for Library to promote increased home/school family reading.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Leadership Team	3/25/2013	172SQ11A5105	Leveled Reading Libraries for Classes and for Library to promote increased home/school family reading.	7090-EIA - SCE	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$2,431.05
Leveled Reading Libraries for Classes and for Library to promote increased home/school family reading.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Leadership Team	3/25/2013	172SQ11A5106	Leveled Reading Libraries for Classes and for Library to promote increased home/school family reading.	9901-Title I - Parent Participation	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$933.58
Leveled Reading Libraries for Classes and for Library to promote increased home/school family reading.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Leadership Team	3/25/2013	172SQ11A5107	Leveled Reading Libraries for Classes and for Library to promote increased home/school family reading.	3010-Title I	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$1,186.66
Small-group work on reading comprehension	State tests						Small-group work on reading comprehension					

and vocabulary skills, as supported by teachers and STIP sub.	(CST/STAR, PFT)	FBB, BB and BAS	Monthly	Leadership Team	3/25/2013	172SQI1A5096	and vocabulary skills, as supported by teachers and STIP sub.	7090-EIA - SCE			TCSTIP9999	0.8	\$27,326.06
Small-group work on reading comprehension and vocabulary skills, as supported by teachers and STIP sub.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Leadership Team	3/25/2013	172SQI1A5097	Small-group work on reading comprehension and vocabulary skills, as supported by teachers and STIP sub.	3010-Title I			TCSTIP9999	0.2	\$6,831.51
Library Clerk will provide access to and maintain the resources of the school's library, increasing the opportunity for students and families to engage with quality, multi-lingual reading materials					3/26/2013	172SQI1A1815	Library Clerk will provide access to and maintain the resources of the school's library, increasing the opportunity for students and families to engage with quality, multi-lingual reading materials	N/A				0	\$0.00
Small-group work on phonemic blending skills and extended fluency work, as supported by teachers and STIP sub.	State tests (CST/STAR, PFT)	English Learners	Monthly	Leadership Team	3/25/2013	172SQI1A5090	Small-group work on phonemic blending skills and extended fluency work, as supported by teachers and STIP sub.	7091-EIA - LEP			TCSTIP0336	0.4	\$12,607.81
Small-group work on phonemic blending skills and extended fluency work, as supported by teachers and STIP sub.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Leadership Team	3/25/2013	172SQI1A5091	Small-group work on phonemic blending skills and extended fluency work, as supported by teachers and STIP sub.	7090-EIA - SCE			TCSTIP0336	0.2	\$6,303.91
Small-group work on phonemic blending skills and extended fluency work, as supported by teachers and STIP sub.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly		3/25/2013	172SQI1A5092	Small-group work on phonemic blending skills and extended fluency work, as supported by teachers and STIP sub.	3010-Title I			TCSTIP0336	0.1	\$3,151.95
Building a Culture of Reading: Literature and Informational Text-based guided reading as the core of language arts instruction.	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	4/22/2013	172SQI1A5939	Building a Culture of Reading: Literature and Informational Text-based guided reading as the core of language arts instruction.	N/A				0	\$0.00
Building a Culture of Reading: Accelerated Reader used to track student and school progress toward 30,000,000 Word goal for independent and in-class reading. Student awards and recognition given bi-weekly.	Local assessments (benchmarks, PWA)	All Students	Every Other Week	Leadership Team	4/22/2013	172SQI1A5940	Building a Culture of Reading: Accelerated Reader used to track student and school progress toward 30,000,000 Word goal for independent and in-class reading. Student awards and recognition given bi-weekly.	N/A				0	\$0.00
Building a Culture of Reading: SRI Data is tracked for all students in 2nd-5th Grades. Data is used to make decisions about guided-reading instruction, as well as Tier II and III	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Leadership Team	4/22/2013	172SQI1A5941	Building a Culture of Reading: SRI Data is tracked for all students in 2nd-5th Grades. Data is used to make decisions about guided-reading instruction, as well as Tier II and III	N/A				0	\$0.00

interventions. Goal-setting and student awards / recognition will occur at least 4 times per year.								interventions. Goal-setting and student awards / recognition will occur at least 4 times per year.						
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School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority B. Science, Technology, Engineering, Mathematics (STEM)

School: Fred T. Korematsu Discovery Academy

Principal: CHARLES WILSON

From OUSD Strategic Plan:

In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science and mathematics, we also recognize their inadequacy and unevenness when we delve deeper into the results for various student populations (e.g., African-American, Latino, English Language Learners), grade spans (middle and high school students) and schools. We are committed to accelerating science and mathematics gains and supporting robust teaching and learning. We plan not only to dramatically improve science and mathematics learning but also to create a deep understanding of Science, Technology, Engineering and Mathematics (STEM) careers and opportunities for linked learning, both in school and the workforce.

District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year.
3. Move/maintain CST Proficient and Advanced students
4. Increase by 10% the number of proficient and advanced students in CST science and by 15% English Language Learners and African American Males

School Federal and State Academic Achievement Goals:

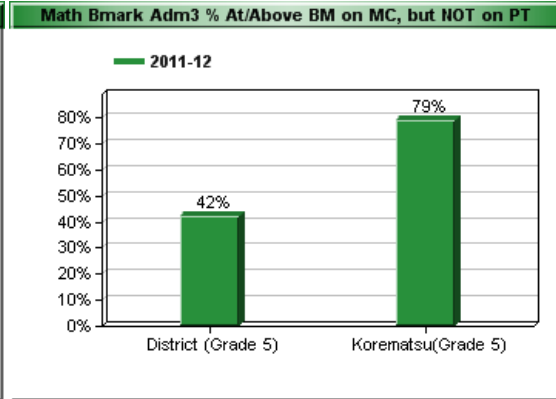
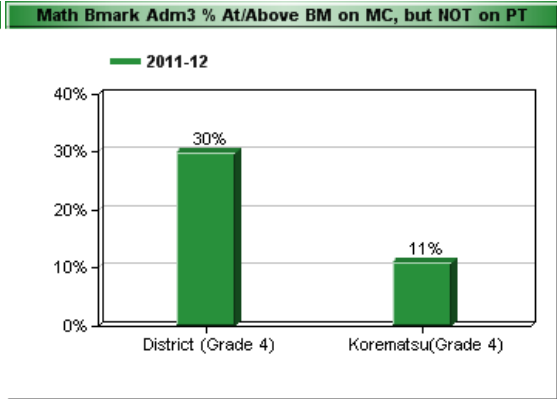
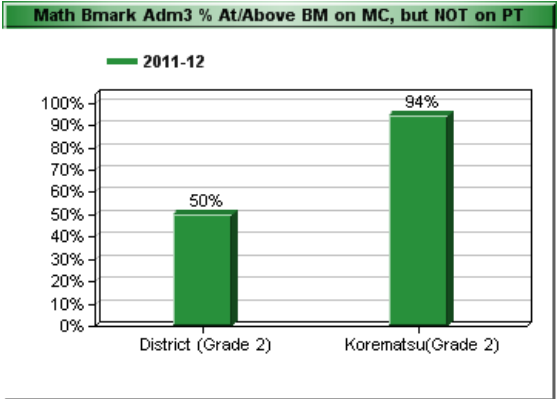
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

School Quality Standards relevant to this Strategic Priority

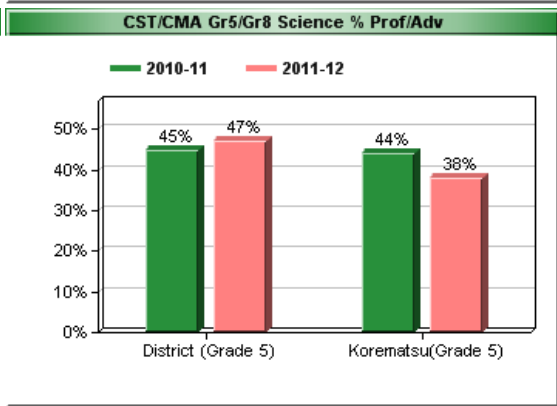
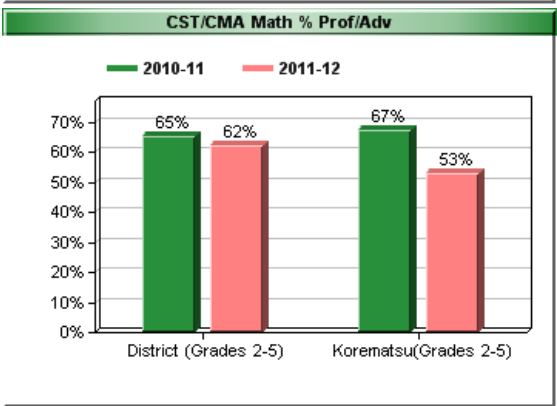
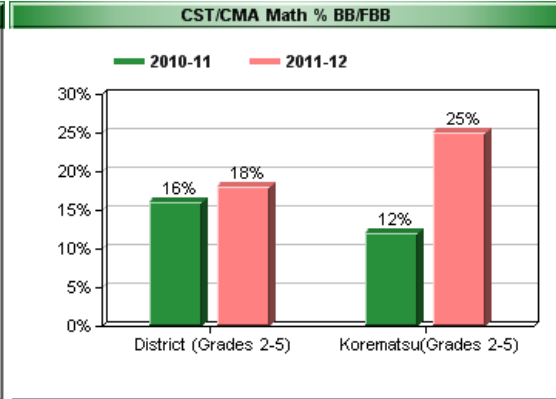
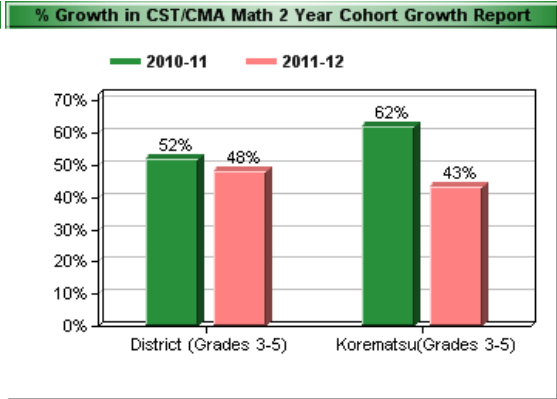
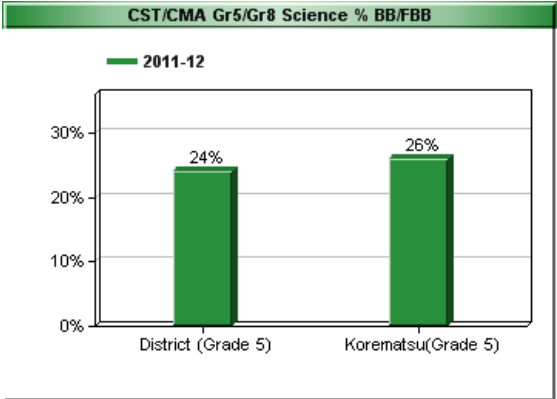
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Benchmark



CST



School Data

- 12/13 Math Benchmarks as of 3/01/13 (%BB / % Prof or Adv): K-1st=13% /71% // K=6%/78% // 1st= 22%/62% // 2nd-5th=16%/60% / 2nd=19%/55% / 3rd=5%/70% / 4th=23%/52% / 5th=13%/67%
- 12/13 Math Benchmarks By Sub-Groups as of 3/01/13 (%BB / % Prof or Adv): All K-1st=13% /70% / Af.Am K-1st=3% /86% / Latino K-1st=17% /64% / EO K-1st=5% /82% / ELL K-1st=17% /66% // All 2nd-5th=16% /60% / Af.Am 2nd-5th=22% /58% / Latino 2nd-5th=14% /61% / EO 2nd-5th=16% /66% / ELL 2nd-5th=19% /53%

Data Analysis

- KDA had a difficult year in 2012, with a 14 point drop in our Math proficiency rates to 53% on the CST/CMA. This coincided with only 43% of students who grew or stayed in the advanced proficiency band for 2 years.
- These losses were most evident in 2nd, 3rd and 5th grades. However, current Math Benchmark data for 2nd-5th Grades shows a reversal of this trend. Looking at the Fall and Winter Benchmarks, 56% of students grew or remained at the highest quintile.
- This year, KDA has embraced the inclusion of complex math problem-solving tasks on Benchmark Tests. We show a strong performance in K and 1st Math, with 70% at or above proficiency, with 2nd-5th grades showing 60% proficiency.
- Each grade practices these types of problems twice a month, and we have dedicated significant time in our PD work to develop this area. We see that CSC community-building work and SEL Competencies are key parts of building complex solution skills.
- KDA participates in the SVMl MARS Task Assessments in order to develop our teachers' skills in recognizing and supporting students' complex thinking. We see that Common Core shifts towards evidence-based arguments are at the heart of this work.

Theory of Action

- KDA provides a well-rounded STEM program for our students, including real student hands-on investigations supported by extensive writing, strongly framed language structures, and direct-instruction in conceptual / computational skills.
- Using the CA Common Core Standards, instruction for each grade is based on what students need to learn rather than publishers' pacing guides. We use grade-level texts from literature, science, and social studies to drive our STEM instruction.
- Our students need more practice applying and expressing critical thinking skills in both science and math. Our science-based writing program will drive our development of more performance / language based math reasoning instruction and assessment.
- Our participation as a CAL:Blast school will expand our ability to focus instruction so that students firmly develop the scientific principles and reasoning, and are able to proficiently express their thoughts in discipline-appropriate ways.
- We will continue to work to balance the need to teach a large number of math concepts with the need to give students the time to express and develop their critical thinking in ways that make sense within the discipline and developmentally.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Science Instruction Focused on developing the cognitive / interpersonal skills in support of the Common Core Standards	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	4/2/2013	172SQ11B5212	Science Instruction Focused on developing the following cognitive / interpersonal skills in support of the Common Core Standards: 1) Asking questions and defining problems; 2) Developing and using models; 3) Planning and carrying out investigations; 4) Analyzing and interpreting data; 5) Using mathematics and computational thinking; 6) Constructing explanations and designing solutions; 7) Engaging in argument from evidence; 8) Obtaining, evaluating, and communicating information.	N/A			0	\$0.00
Mathematics Instruction Focused on developing cognitive / interpersonal skills in support of the Common Core Standards	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	4/2/2013	172SQ11B5213	Mathematics Instruction Focused on developing cognitive / interpersonal skills in support of the Common Core Standards: 1) Make sense of problems and persevere in solving them; 2) Reason abstractly and quantitatively; 3) Construct viable arguments and critique reasoning of others; 4) Model with mathematics; 5) Use appropriate tools strategically; 6) Attend to precision; 7) Look for and make use of structures; 8) Look for and express regularity in repeated reasoning.	N/A			0	\$0.00
Language Arts Instruction Focused on	Local						Language Arts Instruction Focused on developing the cognitive / interpersonal skills in support of the Common Core Standards: 1) Students demonstrate independence; 2) Students build strong content knowledge; 3) Students respond to the					

developing the cognitive / interpersonal skills in support of the Common Core Standards	assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	4/2/2013	172SQ11B5214	varying demands of audience, task, purpose, and discipline; 4) Students comprehend as well as critique; 5) Students value evidence; 6) Students use technology and digital media strategically and capably; 7) Students come to understand other perspectives and cultures.	N/A			0	\$0.00
Balancing Science instruction and Math instruction so that sufficient time is available for the development of critical thinking skills and expression in both fields					3/26/2013	172SQ11B1857	Balancing Science instruction and Math instruction so that sufficient time is available for the development of critical thinking skills and expression in both fields	N/A			0	\$0.00
Implement "Parents Ready For School (PR4S)" training series in Spring of each year to prepare incoming families for successful transition to kindergarten.	Attendance	Pre-Kindergarten	End of Year	Other	3/27/2013	172SQ11B5110	Implement "Parents Ready For School (PR4S)" training series in Spring of each year to prepare incoming families for successful transition to kindergarten.	N/A			0	\$0.00
Blended Learning Project: Students in multiple grades will use computers to access curriculum that will support accelerated growth, necessary remediation, and independently selected content in language arts, math, science, and social studies.	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	4/2/2013	172SQ11B5215	Blended Learning Project: Students in multiple grades will use computers to access curriculum that will support accelerated growth, necessary remediation, and independently selected content in language arts, math, science, and social studies.	Funded by Community Partner			0	\$0.00
Develop and support Parent-led School Governance Committee with a primary goal of increasing Parent and Community Engagement. Monthly meetings will be held to survey current needs and plan engagement events in addition to planning and revising CSSSP work.	Survey data (CHKS, etc.)	All Students	Monthly	Other	4/2/2013	172SQ11B5111	Develop and support Parent-led School Governance Committee with a primary goal of increasing Parent and Community Engagement. Monthly meetings will be held to survey current needs and plan engagement events in addition to planning and revising CSSSP work.	N/A			0	\$0.00
Weekly collaboration by teachers to develop common lesson plans and lesson objectives.					3/26/2013	172SQ11B1834	Weekly collaboration by teachers to develop common lesson plans and lesson objectives.	N/A			0	\$0.00
Daily writing in the							Daily writing in the					

discipline of Science, supported by weekly Data Teams / PLC meetings led by Principal and Instructional Facilitator.					3/26/2013	172SQ11B1835	discipline of Science, supported by weekly Data Teams / PLC meetings led by Principal and Instructional Facilitator.	N/A			0	\$0.00
Daily use of leveled Guided Reading groups, deployed across grade-levels and circuits. Work is supported by dedication of weekly planning and PD time and monitored by SRI and Running Records Level data.	Local assessments (benchmarks, PWA)	All Students	Monthly	Principal	4/2/2013	172SQ11B1832	Daily use of leveled Guided Reading groups, deployed across grade-levels and circuits. Work is supported by dedication of weekly planning and PD time and monitored by SRI and Running Records Level data.	N/A			0	\$0.00
We are addressing the Achievement Gap for African American students by modifying our instructional and assessment program to allow students to apply their conceptual and procedural skills in increasingly sophisticated ways, supported by peer collaboration and consensus development, building the kind of sophisticated critical thinking skills as outlined in the California Common Core Standards.					3/26/2013	172SQ11B3840	We are addressing the Achievement Gap for African American students by modifying our instructional and assessment program to allow students to apply their conceptual and procedural skills in increasingly sophisticated ways, supported by peer collaboration and consensus development, building the kind of sophisticated critical thinking skills as outlined in the California Common Core Standards.	N/A			0	\$0.00
Refreshments for parent meetings, trainings, and school events to foster increased parent engagement and involvement.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Principal	3/25/2013	172SQ11B5102	Refreshments for parent meetings, trainings, and school events to foster increased parent engagement and involvement.	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$1,200.00
Instructional Facilitator will provide coaching and data analysis support for teachers using Leveled Reading groups and whole Group Direct Instruction in Word Knowledge and Reading Comprehension	State tests (CST/STAR, PFT)	English Learners	Every Marking Period	Principal	3/25/2013	172SQ11B5088	Instructional Facilitator will provide coaching and data analysis support for teachers using Leveled Reading groups and whole Group Direct Instruction in Word Knowledge and Reading Comprehension	7091-EIA - LEP		TC111F0092	0.6	\$48,423.11
Instructional Facilitator will provide coaching and data analysis support for teachers using Leveled Reading groups and whole Group Direct Instruction	State tests (CST/STAR, PFT)	FBB, BB and BAS	Every Marking Period	Principal	3/25/2013	172SQ11B5089	Instructional Facilitator will provide coaching and data analysis support for teachers using Leveled Reading groups and whole Group Direct Instruction	7090-EIA - SCE		TC111F0092	0.4	\$32,282.07

in Word Knowledge and Reading Comprehension							in Word Knowledge and Reading Comprehension					
Improve integration of After School Program with regular instruction: ASP coordinator will attend all SSC meetings; Community-building and Behavioral Support professional development will be shared across teachers and ASP mentors; ASP family events will be linked to school academic celebrations / family engagement activities.	Local assessments (benchmarks, PWA)	All Students	Monthly	After school program coordinator	4/30/2013	172SQ11B6005	Improve integration of After School Program with regular instruction: ASP coordinator will attend all SSC meetings; Community-building and Behavioral Support professional development will be shared across teachers and ASP mentors; ASP family events will be linked to school academic celebrations / family engagement activities.	N/A			0	\$0.00
Parent workshops (with School Climate Committee) on the transition to the Common Core Standards, focused on key shifts (e.g. supporting opinions with valid evidence, reading beyond the surface of a text or looking for multiple solutions to a math problem) and ways families can support this work.	State tests (CST/STAR, PFT)	All Students	Monthly	Leadership Team	4/30/2013	172SQ11B6007	Parent workshops (with School Climate Committee) on the transition to the Common Core Standards, focused on key shifts (e.g. supporting opinions with valid evidence, reading beyond the surface of a text or looking for multiple solutions to a math problem) and ways families can support this work.	N/A			0	\$0.00
Science Prep teacher will provide weekly lessons in scientific reasoning and procedure.					4/22/2012	172SQ11B1853	Science Prep teacher will provide weekly lessons in scientific reasoning and procedure.	N/A			0	\$0.00
Daily writing in the discipline of Science, supported by weekly Data Teams / PLC meetings led by Principal and Instructional Facilitator.					4/22/2012	172SQ11B1855	Daily writing in the discipline of Science, supported by weekly Data Teams / PLC meetings led by Principal and Instructional Facilitator.	N/A			0	\$0.00
Extended writing opportunities in both science and math for all students to develop discipline-appropriate expressive and reasoning skills.					4/22/2012	172SQ11B1859	Extended writing opportunities in both science and math for all students to develop discipline-appropriate expressive and reasoning skills.	N/A			0	\$0.00
Dedication of monthly PD time for the development of Performance-based assessment tasks in both Math and Science					4/22/2012	172SQ11B1901	Dedication of monthly PD time for the development of Performance-based assessment tasks in both Math and Science	N/A			0	\$0.00
Student Clubs							Student Clubs					

(Techbridge, Future Engineers) to support upper-grade students' extended learning in Math and Science.					4/22/2012	172SQI1B1861	(Techbridge, Future Engineers) to support upper-grade students' extended learning in Math and Science.	N/A			0	\$0.00
Participation in CAL-BLAST Project, with all supporting PD and coaching Sessions					3/26/2013	172SQI1B1856	Participation in CAL-BLAST Project, with all supporting PD and coaching Sessions	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Fred T. Korematsu Discovery Academy

Principal: CHARLES WILSON

From OUSD Strategic Plan:

Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the programs and help to integrate them into the school culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high school. In OUSD, the elementary and middle school academic core must be aligned to what students must know, understand, and be able to do to succeed in college-preparatory courses in high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing programs, OUSD will also seek additional funds to develop a comprehensive "Career Pathways" approach to preparing our young people to be successful in college and careers. In order to attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college

School Data

- Our recent completion of the SQR process has allowed us greater insight into our instructional practices. Though the final SQR report has not been completed, early data indicates that KDA has reached a point where the context of engagement, support, and respect has been elevated to a level where our students feel physically and emotionally safe. The SQR data highlights that KDA needs work on ensuring that the tasks presented to students are rigorous and allow for complex thought and discourse.
- The inclusion of the CDC under KDA's supervision has been an important opportunity for us to ensure a greater preparation of student and rigor of program for these students. Current work includes developing cooperative learning skills and using Common Core Shifts to encourage teachers and students to use text-based evidence to support arguments and claims. Additionally, CDC students use the Fast ForWord Literacy Intervention daily. They are 32% complete with the program after 20 days of use.

Data Analysis

- We anticipate the SQR data to tell us in detail how we need to work on ensuring that the tasks presented to students are rigorous and allow for complex thought and discourse. Our PD work on Common Core shifts in thinking are a strong beginning.
- The 2012 TELL survey indicates that 87% of staff believe that we teach in ways that are relevant to students, and 100% believe that we set high academic standards for students. These results contrast with student attitudes.
- In the 2012 CHK Survey, only 63% of 5th graders felt strongly that our adults held high expectations for them, and only 5% felt strongly that they had meaningful participation in the "life" of the school.
- 100% of adults surveyed at KDA said they believed that every student could be a success, but only 88% of 5th graders said that adults believe they can succeed in their lives.
- 98% of 5th graders reported they had plans to attend college, but only 63% of students reported high expectations from a teacher or other adult at their school. KDA must embrace this data to reform our culture of expectations and support.

Theory of Action

- We embrace the process of planning our entire curriculum based on our analyses of the CA Common Core Standards and our students' prior knowledge instead of adopting a "boxed" approach to curriculum as proposed by many publisher's programs.
- We evaluate our students' progress toward achieving our lesson objectives through a series of lesson-embedded performance checks, as well as through teacher-created and District benchmarks. We monitor our students' annual performance on the CST.
- We utilize released sample questions to aid our students' development of their ability to show their knowledge in a standardized format. We build our curriculum so that it comprehensively covers the content and skills of a subject matter
- Our curriculum design also aligns vertically across the grades so that teachers know what knowledge and skills are expected of their students at the next level of instruction.
- Even though this approach is more labor-intensive than other approaches, we have found that it has been a key factor, along with focused, explicit, and responsive teaching methods, in sustaining our students' accelerated academic growth.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Science Instruction Focused on developing the cognitive / interpersonal skills in support of the Common Core Standards	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	4/2/2013	172SQ11C5212	Science Instruction Focused on developing the following cognitive / interpersonal skills in support of the Common Core Standards: 1) Asking questions and defining problems; 2) Developing and using models; 3) Planning and carrying out investigations; 4) Analyzing and interpreting data; 5) Using mathematics and computational thinking; 6) Constructing explanations and designing solutions; 7) Engaging in argument from evidence; 8) Obtaining, evaluating, and communicating information.	N/A			0	\$0.00
Mathematics Instruction Focused on developing cognitive / interpersonal skills in support of the Common Core Standards	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	4/2/2013	172SQ11C5213	Mathematics Instruction Focused on developing cognitive / interpersonal skills in support of the Common Core Standards: 1) Make sense of problems and persevere in solving them; 2) Reason abstractly and quantitatively; 3) Construct viable arguments and critique reasoning of others; 4) Model with mathematics; 5) Use appropriate tools strategically; 6) Attend to precision; 7) Look for and make use of structures; 8) Look for and express regularity in repeated reasoning.	N/A			0	\$0.00
Language Arts Instruction Focused on							Language Arts Instruction Focused on developing the cognitive / interpersonal skills in support of the Common Core Standards: 1) Students demonstrate independence; 2) Students build strong content knowledge; 3)					

developing the cognitive / interpersonal skills in support of the Common Core Standards	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	4/2/2013	172SQ11C5214	Students respond to the varying demands of audience, task, purpose, and discipline; 4) Students comprehend as well as critique; 5) Students value evidence; 6) Students use technology and digital media strategically and capably; 7) Students come to understand other perspectives and cultures.	N/A			0	\$0.00
Balancing Science instruction and Math instruction so that sufficient time is available for the development of critical thinking skills and expression in both fields					3/26/2013	172SQ11C1857	Balancing Science instruction and Math instruction so that sufficient time is available for the development of critical thinking skills and expression in both fields	N/A			0	\$0.00
Implement "Parents Ready For School (PR4S)" training series in Spring of each year to prepare incoming families for successful transition to kindergarten.	Attendance	Pre-Kindergarten	End of Year	Other	3/27/2013	172SQ11C5110	Implement "Parents Ready For School (PR4S)" training series in Spring of each year to prepare incoming families for successful transition to kindergarten.	N/A			0	\$0.00
Blended Learning Project: Students in multiple grades will use computers to access curriculum that will support accelerated growth, necessary remediation, and independently selected content in language arts, math, science, and social studies.	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	4/2/2013	172SQ11C5215	Blended Learning Project: Students in multiple grades will use computers to access curriculum that will support accelerated growth, necessary remediation, and independently selected content in language arts, math, science, and social studies.	Funded by Community Partner			0	\$0.00
Develop and support Parent-led School Governance Committee with a primary goal of increasing Parent and Community Engagement. Monthly meetings will be held to survey current needs and plan engagement events in addition to planning and revising CSSSP work.	Survey data (CHKS, etc.)	All Students	Monthly	Other	4/2/2013	172SQ11C5111	Develop and support Parent-led School Governance Committee with a primary goal of increasing Parent and Community Engagement. Monthly meetings will be held to survey current needs and plan engagement events in addition to planning and revising CSSSP work.	N/A			0	\$0.00

Weekly collaboration by teachers to develop common lesson plans and lesson objectives.					3/26/2013	172SQ11C1834	Weekly collaboration by teachers to develop common lesson plans and lesson objectives.	N/A			0	\$0.00
Daily writing in the discipline of Science, supported by weekly Data Teams / PLC meetings led by Principal and Instructional Facilitator.					3/26/2013	172SQ11C1835	Daily writing in the discipline of Science, supported by weekly Data Teams / PLC meetings led by Principal and Instructional Facilitator.	N/A			0	\$0.00
Leveled Reading Libraries for Classes and for Library to promote increased home/school family reading.	State tests (CST/STAR, PFT)	English Learners	Monthly	Leadership Team	3/25/2013	172SQ11C5104	Leveled Reading Libraries for Classes and for Library to promote increased home/school family reading.	7091-EIA - LEP	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$4,090.69
Leveled Reading Libraries for Classes and for Library to promote increased home/school family reading.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Leadership Team	3/25/2013	172SQ11C5105	Leveled Reading Libraries for Classes and for Library to promote increased home/school family reading.	7090-EIA - SCE	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$2,431.05
Leveled Reading Libraries for Classes and for Library to promote increased home/school family reading.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Leadership Team	3/25/2013	172SQ11C5106	Leveled Reading Libraries for Classes and for Library to promote increased home/school family reading.	9901-Title I - Parent Participation	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$933.58
Leveled Reading Libraries for Classes and for Library to promote increased home/school family reading.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Leadership Team	3/25/2013	172SQ11C5107	Leveled Reading Libraries for Classes and for Library to promote increased home/school family reading.	3010-Title I	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$1,186.66
Support and Administer the Pre-K program at the Stonehurst CDC. New programs includes use of the Fast ForWord Literacy Intervention, Differentiated Math Practice, and increased inclusion of PEC Students.					3/25/2012	172SQ11C1864	Support and Administer the Pre-K program at the Stonehurst CDC. New programs includes use of the Fast ForWord Literacy Intervention, Differentiated Math Practice, and increased inclusion of PEC Students.	N/A			0	\$0.00
Blending Learning Project, combining traditional instruction with computer-based practice, collaboration, and research.					3/25/2012	172SQ11C1866	Blending Learning Project, combining traditional instruction with computer-based practice, collaboration, and research.	N/A			0	\$0.00
Options tours (Pre-K to K and 5th to 6th) and transition-preparation events		Pre-Kindergarten			4/15/2013	172SQ11C1867	Options tours (Pre-K to K and 5th to 6th) and transition-preparation events	N/A			0	\$0.00
Development of Student Council / Student Townhall to			Every				Development of Student Council / Student Townhall to					

address climate and engagement issues as they develop.	Discipline/CSC	All Students	Other Week	Other	3/27/2013	172SQ11C5113	address climate and engagement issues as they develop.	N/A			0	\$0.00
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School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Fred T. Korematsu Discovery Academy

Principal: CHARLES WILSON

From OUSD Strategic Plan:

In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning experiences and support services so that students are prepared for college and career success within the context of a specific, high demand industry sector. Building on the number of career pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupations. OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

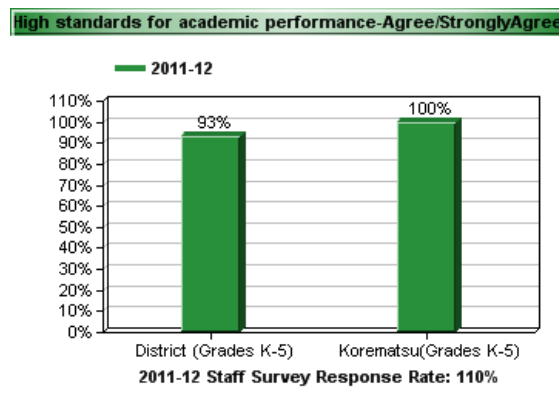
1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)

School Quality Standards relevant to this Strategic Priority

A quality school...

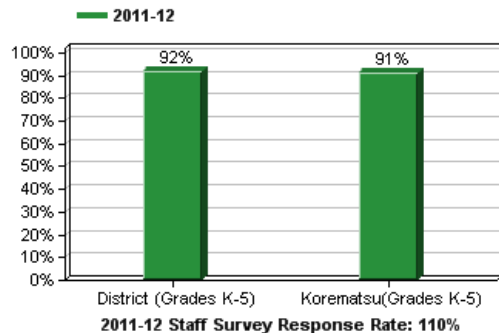
- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Survey - High Standards

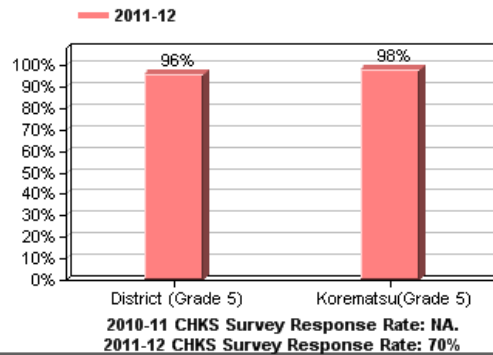


Survey - Success

School promotes academic success. ___% Agree/Strongly Agree



Do you plan to go to college after high school? ___% Yes



School Data

- On the 2012 CHK Survey, 90% of KDA 5th Graders said they always try to do their best, an increase of 9 points from 2011. 97% said they have goals and plans for the future, and increase of 15 points from 2011. 98% said they plan to go to college, an increase of 8 points from 2011.
- This data contrasts slightly with the District averages. 91% of OUSD 5th Graders said they always try to do their best. 92% said they have goals and plans for the future. 96% said they plan to go to college.

Data Analysis

- We are pleased to have increased by 9 points in the percentage of 5th Graders saying they always do their best. We take goal-setting seriously at KDA, and use it as a part of every data analysis session with students and parents.
- This year, we are also pleased that our students did carry their goal setting past their immediate condition, and were able to focus on attaining high levels of success for their academic future. We must sustain this work.
- The fact the KDA 5th graders were 2 points above the District in terms of students aspiring to attend college reassures us in making this sort of planning a conscious part of our work. The SQR data will give us a more complete picture of this area.
- Many of our students come from high levels of poverty (95% Title I), and have little exposure to higher education in their families (16% have completed some college or graduate school / 42% have some or all of high school / 41% declined to respond).
- It is essential that our students be more fully exposed to the importance of higher education and begin to include these aspirations as a part of a more rigorous goal-setting practice.

Theory of Action

- The KDA mission states that students will be provided with the highest quality education through inquiry-based, hands-on learning opportunities with the development of academic English literacy as one of our primary goals.
- We adopted science as the primary vehicle to teach academic literacy and develop higher-order thinking skills needed for our students to become life-long learners. We provide our students with 21st century mindsets to ensure their academic success.
- Experiences and discovery, asking questions and finding answers are built into all curricular areas. Teaching through discovery helps our students engage in their own learning and become invested in finding answers to optimize their use of skills.
- Tying science to developing literacy has shown great success in students' acquisition of essential skills. Students show that they relate better to science because themes and topics are related to real life and conceptual knowledge is accessible.

- Students are exposed to thought provoking, non-fiction grade level texts that inspire them to raise genuine focus questions and develop a solid foundation for scientific thinking. Readings incorporate concurrent themes for ongoing study.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Balancing Science instruction and Math instruction so that sufficient time is available for the development of critical thinking skills and expression in both fields					3/26/2013	172SQ11D1857	Balancing Science instruction and Math instruction so that sufficient time is available for the development of critical thinking skills and expression in both fields	N/A			0	\$0.00
Implement "Parents Ready For School (PR4S)" training series in Spring of each year to prepare incoming families for successful transition to kindergarten.	Attendance	Pre-Kindergarten	End of Year	Other	3/27/2013	172SQ11D5110	Implement "Parents Ready For School (PR4S)" training series in Spring of each year to prepare incoming families for successful transition to kindergarten.	N/A			0	\$0.00
Blended Learning Project: Students in multiple grades will use computers to access curriculum that will support accelerated growth, necessary remediation, and independently selected content in language arts, math, science, and social studies.	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	4/2/2013	172SQ11D5215	Blended Learning Project: Students in multiple grades will use computers to access curriculum that will support accelerated growth, necessary remediation, and independently selected content in language arts, math, science, and social studies.	Funded by Community Partner			0	\$0.00
Develop and support Parent-led School Governance Committee with a primary goal of increasing Parent and Community Engagement. Monthly meetings will be held to survey current needs and plan engagement events in addition to planning and revising CSSSP work.	Survey data (CHKS, etc.)	All Students	Monthly	Other	4/2/2013	172SQ11D5111	Develop and support Parent-led School Governance Committee with a primary goal of increasing Parent and Community Engagement. Monthly meetings will be held to survey current needs and plan engagement events in addition to planning and revising CSSSP work.	N/A			0	\$0.00
Daily use of leveled Guided Reading groups, deployed across grade-levels and circuits. Work is supported by dedication of weekly planning and PD time and monitored by SRI and Running Records Level data.	Local assessments (benchmarks, PWA)	All Students	Monthly	Principal	4/2/2013	172SQ11D1832	Daily use of leveled Guided Reading groups, deployed across grade-levels and circuits. Work is supported by dedication of weekly planning and PD time and monitored by SRI and Running Records Level data.	N/A			0	\$0.00
We are addressing							We are addressing					

the Achievement Gap for African American students by modifying our instructional and assessment program to allow students to apply their conceptual and procedural skills in increasingly sophisticated ways, supported by peer collaboration and consensus development, building the kind of sophisticated critical thinking skills as outlined in the California Common Core Standards.					3/26/2013	172SQI1D3840	the Achievement Gap for African American students by modifying our instructional and assessment program to allow students to apply their conceptual and procedural skills in increasingly sophisticated ways, supported by peer collaboration and consensus development, building the kind of sophisticated critical thinking skills as outlined in the California Common Core Standards.	N/A			0	\$0.00
Refreshments for parent meetings, trainings, and school events to foster increased parent engagement and involvement.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Principal	3/25/2013	172SQI1D5102	Refreshments for parent meetings, trainings, and school events to foster increased parent engagement and involvement.	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$1,200.00
Leveled Reading Libraries for Classes and for Library to promote increased home/school family reading.	State tests (CST/STAR, PFT)	English Learners	Monthly	Leadership Team	3/25/2013	172SQI1D5104	Leveled Reading Libraries for Classes and for Library to promote increased home/school family reading.	7091-EIA - LEP	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$4,090.69
Leveled Reading Libraries for Classes and for Library to promote increased home/school family reading.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Leadership Team	3/25/2013	172SQI1D5105	Leveled Reading Libraries for Classes and for Library to promote increased home/school family reading.	7090-EIA - SCE	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$2,431.05
Leveled Reading Libraries for Classes and for Library to promote increased home/school family reading.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Leadership Team	3/25/2013	172SQI1D5106	Leveled Reading Libraries for Classes and for Library to promote increased home/school family reading.	9901-Title I - Parent Participation	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$933.58
Leveled Reading Libraries for Classes and for Library to promote increased home/school family reading.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Leadership Team	3/25/2013	172SQI1D5107	Leveled Reading Libraries for Classes and for Library to promote increased home/school family reading.	3010-Title I	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$1,186.66
Small-group work on reading comprehension and vocabulary skills, as supported by teachers and STIP sub.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Leadership Team	3/25/2013	172SQI1D5096	Small-group work on reading comprehension and vocabulary skills, as supported by teachers and STIP sub.	7090-EIA - SCE		TCSTIP9999	0.8	\$27,326.06
Small-group work on							Small-group work on					

reading comprehension and vocabulary skills, as supported by teachers and STIP sub.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Leadership Team	3/25/2013	172SQ11D5097	reading comprehension and vocabulary skills, as supported by teachers and STIP sub.	3010-Title I		TCSTIP9999	0.2	\$6,831.51
Library Clerk will provide access to and maintain the resources of the school's library, increasing the opportunity for students and families to engage with quality, multi-lingual reading materials					3/26/2013	172SQ11D1815	Library Clerk will provide access to and maintain the resources of the school's library, increasing the opportunity for students and families to engage with quality, multi-lingual reading materials	N/A			0	\$0.00
Development of Student Council / Student Townhall to address climate and engagement issues as they develop.	Discipline/CSC	All Students	Every Other Week	Other	3/27/2013	172SQ11D5113	Development of Student Council / Student Townhall to address climate and engagement issues as they develop.	N/A			0	\$0.00
Adult GED Classes for parents and community members to encourage completion of Higher Education goals.					3/25/2012	172SQ11D1878	Adult GED Classes for parents and community members to encourage completion of Higher Education goals.	N/A			0	\$0.00
Family Literacy Instructor from OUSD Adult Education Program to teach ESL and Literacy classes for parents to promote family academic achievement.					3/25/2012	172SQ11D1879	Family Literacy Instructor from OUSD Adult Education Program to teach ESL and Literacy classes for parents to promote family academic achievement.	N/A			0	\$0.00
School wide goal-setting practice used with all points of data analysis with students and family members.					3/25/2012	172SQ11D1881	School wide goal-setting practice used with all points of data analysis with students and family members.	N/A			0	\$0.00
Creation of a College Culture, in high teachers and staff members represent their own higher educational experiences in all aspects of their work (e.g. identification of grades by future college graduation years, classes by the colleges of the related staff members, etc.)					3/25/2012	172SQ11D1883	Creation of a College Culture, in high teachers and staff members represent their own higher educational experiences in all aspects of their work (e.g. identification of grades by future college graduation years, classes by the colleges of the related staff members, etc.)	N/A			0	\$0.00
Counselling services contracted through							Counselling services contracted through					

the Lincoln Child Development Services. Both student and family counselling will be provided.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Principal	3/25/2013	172SQ11D5103	the Lincoln Child Development Services. Both student and family counselling will be provided.	3010-Title I	5825-CONSULTANTS		0	\$10,000.00
Community Relations Assistant II Bilingual will manage and administer all parent / family outreach for the school, with a focus on connecting families more intimately to their children's academic and social development.	State tests (CST/STAR, PFT)	English Learners	Monthly	Principal	3/25/2013	172SQ11D5099	Community Relations Assistant II Bilingual will manage and administer all parent / family outreach for the school, with a focus on connecting families more intimately to their children's academic and social development.	7091-EIA - LEP		CRAIIB0001	0.2	\$12,568.40
Community Relations Assistant II Bilingual will manage and administer all parent / family outreach for the school, with a focus on connecting families more intimately to their children's academic and social development.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Principal	3/25/2013	172SQ11D5101	Community Relations Assistant II Bilingual will manage and administer all parent / family outreach for the school, with a focus on connecting families more intimately to their children's academic and social development.	3010-Title I		CRAIIB0001	0.8	\$50,273.58
School Psychologist to coordinate and administer counselling and mental health resources for students and families, in addition to providing SST support for students needing assessment for more specialized services.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Principal	3/25/2013	172SQ11D5098	School Psychologist to coordinate and administer counselling and mental health resources for students and families, in addition to providing SST support for students needing assessment for more specialized services.	3010-Title I		PSYCHL0052	0.199998	\$18,391.26

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority E. Accelerating Students through Targeted Approaches* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)

School: Fred T. Korematsu Discovery Academy

Principal: CHARLES WILSON

From OUSD Strategic Plan:

We need to close the achievement gap through targeted approaches, focusing on literacy development, African American Male Achievement, targeted inquiry, English Language Learners, Students with Disabilities, and Programs for Exceptional Children. The patterns of academic performance we see in our district, schools, and classrooms are evidence of a system that is horribly inadequate. We need to differentiate supports and strategies in order to accelerate achievement and address the disparities in educational and social outcomes for populations of students.

1. Increase the number of African American Male students on the honor roll by 15%

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

School Data

- Language Arts 11/12 CST 3rd-5th : P&A=41% // P&A by Subgroup: AfAm= 41%/ Lat=39% / ELL=29% / EO=43% // 12/13 Benchmark 2: K-1/2-5: P&A=71%/60% P&A by Subgroup: K-1/2-5: AfAm=77%/72% / Lat=68%/58% / ELL=71%/50% / EO=78%/75%
- Math : 11/12 CST 3rd-5th: P& A=53% // P&A by Subgroup: AfAm= 53%/ Lat=53% / ELL=41% / EO=56% 12/13 Benchmark 1/2: K-1/2-5: P&A=70%/60% // P&A by Subgroup: K-1/2-5: AfAm=86%/58% / Lat=64%/61% / ELL=66%/53% / EO=82%/66%

Data Analysis

- For Proficient and Advanced on the Language Arts K/1 Benchmark, Latinos performed 3 points below the level of the entire group. All other groups performed between 0 to 7 points above the percent for the entire group. No serious gap is evident.
- On the Math K/1 Benchmark, ELLs performed 6 points below the percent of the entire group. All other groups performed between 4 points below and 16 points above the percent for the entire group. A gap between AfAm and Latino students is evident.
- For Proficient and Advanced on the Language Arts CST, ELLs performed 12 points below the percent of the entire group. Also, on the Benchmark test, ELLs at 2nd to 5th grade performed 10 points lower than the group average. A gap is evident.
- For Proficient and Advanced on the Math CST, ELLs performed 12 points below the percent of the entire group. On the Benchmark test, ELLs performed just 7 points lower than the percent of the entire group. A slight gap is evident.
- See Action Plan below for an extended discussion of how these gaps are to be addressed.

Theory of Action

- We believe that these gaps are based on the needs of these students for additional opportunities to frame, structure, conceptualize, and develop their critical thinking skills and then tie these skills to all aspects of their academic output.
- In all curricula, we use culturally-responsive methods of student engagement and interaction to promote more significant and accessible concept

development, but we have faced challenges in promoting this facet of our mathematics program.

- Our instruction includes chances to develop students' understanding and application of concepts, but it doesn't often allow time, especially in mathematics, for the sophisticated critical thinking skills in the California Common Core Standards.
- We are addressing this issue by modifying our instructional and assessment program to allow students to apply their conceptual and procedural skills in increasingly sophisticated ways, supported by peer collaboration and consensus development.
- For our ELLs, we continue to use language and content objectives, flexible language frames, as well as explicit vocabulary instruction. ELD instruction is highly leveled, and proven practices such as GLAD approaches to content instruction are used.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Blended Learning Project: Students in multiple grades will use computers to access curriculum that will support accelerated growth, necessary remediation, and independently selected content in language arts, math, science, and social studies.	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	4/2/2013	172SQI1E5215	Blended Learning Project: Students in multiple grades will use computers to access curriculum that will support accelerated growth, necessary remediation, and independently selected content in language arts, math, science, and social studies.	Funded by Community Partner			0	\$0.00
Weekly collaboration by teachers to develop common lesson plans and lesson objectives.					3/26/2013	172SQI1E1834	Weekly collaboration by teachers to develop common lesson plans and lesson objectives.	N/A			0	\$0.00
We are addressing the Achievement Gap for African American students by modifying our instructional and assessment program to allow students to apply their conceptual and procedural skills in increasingly sophisticated ways, supported by peer collaboration and consensus development, building the kind of sophisticated critical thinking skills as outlined in the California Common Core Standards.					3/26/2013	172SQI1E3840	We are addressing the Achievement Gap for African American students by modifying our instructional and assessment program to allow students to apply their conceptual and procedural skills in increasingly sophisticated ways, supported by peer collaboration and consensus development, building the kind of sophisticated critical thinking skills as outlined in the California Common Core Standards.	N/A			0	\$0.00
Instructional Facilitator will provide coaching and data analysis support for teachers using Leveled Reading groups and whole Group Direct Instruction in Word Knowledge and Reading Comprehension	State tests (CST/STAR, PFT)	English Learners	Every Marking Period	Principal	3/25/2013	172SQI1E5088	Instructional Facilitator will provide coaching and data analysis support for teachers using Leveled Reading groups and whole Group Direct Instruction in Word Knowledge and Reading Comprehension	7091-EIA - LEP		TC11IF0092	0.6	\$48,423.11
Instructional Facilitator will provide coaching and data analysis support for teachers using Leveled Reading groups and whole Group Direct Instruction in Word Knowledge and Reading Comprehension	State tests (CST/STAR, PFT)	FBB, BB and BAS	Every Marking Period	Principal	3/25/2013	172SQI1E5089	Instructional Facilitator will provide coaching and data analysis support for teachers using Leveled Reading groups and whole Group Direct Instruction in Word Knowledge and Reading Comprehension	7090-EIA - SCE		TC11IF0092	0.4	\$32,282.07
Small-group work on							Small-group work on					

reading comprehension and vocabulary skills, as supported by teachers and STIP sub.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Leadership Team	3/25/2013	172SQ1E5096	reading comprehension and vocabulary skills, as supported by teachers and STIP sub.	7090-EIA - SCE		TCSTIP9999	0.8	\$27,326.06
Small-group work on reading comprehension and vocabulary skills, as supported by teachers and STIP sub.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Leadership Team	3/25/2013	172SQ1E5097	Small-group work on reading comprehension and vocabulary skills, as supported by teachers and STIP sub.	3010-Title I		TCSTIP9999	0.2	\$6,831.51
Small-group work on phonemic blending skills and extended fluency work, as supported by teachers and STIP sub.	State tests (CST/STAR, PFT)	English Learners	Monthly	Leadership Team	3/25/2013	172SQ1E5090	Small-group work on phonemic blending skills and extended fluency work, as supported by teachers and STIP sub.	7091-EIA - LEP		TCSTIP0336	0.4	\$12,607.81
Small-group work on phonemic blending skills and extended fluency work, as supported by teachers and STIP sub.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Leadership Team	3/25/2013	172SQ1E5091	Small-group work on phonemic blending skills and extended fluency work, as supported by teachers and STIP sub.	7090-EIA - SCE		TCSTIP0336	0.2	\$6,303.91
Small-group work on phonemic blending skills and extended fluency work, as supported by teachers and STIP sub.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly		3/25/2013	172SQ1E5092	Small-group work on phonemic blending skills and extended fluency work, as supported by teachers and STIP sub.	3010-Title I		TCSTIP0336	0.1	\$3,151.95
Counselling services contracted through the Lincoln Child Development Services. Both student and family counselling will be provided.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Principal	3/25/2013	172SQ1E5103	Counselling services contracted through the Lincoln Child Development Services. Both student and family counselling will be provided.	3010-Title I	5825-CONSULTANTS		0	\$10,000.00
Extracurricular classes for GATE-identified students to track their own goals and provide them with extended learning opportunities.		GATE			4/15/2013	172SQ1E1884	Extracurricular classes for GATE-identified students to track their own goals and provide them with extended learning opportunities.	N/A			0	\$0.00
Training for teachers in GLAD techniques for content instruction for ELLs					3/25/2012	172SQ1E1885	Training for teachers in GLAD techniques for content instruction for ELLs	N/A			0	\$0.00
Training in and use of explicit vocabulary instruction (e.g. Marzano / Kinsella techniques).					3/25/2012	172SQ1E1886	Training in and use of explicit vocabulary instruction (e.g. Marzano / Kinsella techniques).	N/A			0	\$0.00
Development and continued use of interaction protocols (reinforced through CSC work) to support higher levels of student engagement in content instruction.					3/25/2012	172SQ1E1887	Development and continued use of interaction protocols (reinforced through CSC work) to support higher levels of student engagement in content instruction.	N/A			0	\$0.00
Development and continued use of multiple opportunities							Development and continued use of multiple opportunities					

for performance-based tasks and group / consensus driven solutions in mathematics instruction.					3/25/2012	172SQ1E1888	for performance-based tasks and group / consensus driven solutions in mathematics instruction.	N/A			0	\$0.00
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School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Fred T. Korematsu Discovery Academy

Principal: CHARLES WILSON

From OUSD Strategic Plan:

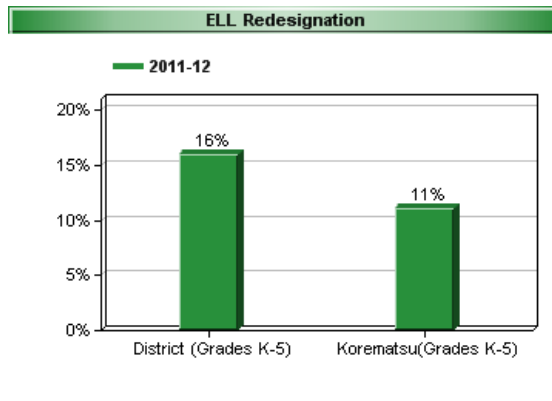
We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning and foster true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day ? offering students and families learning opportunities before and after school, on weekends, and during the summer.

School Quality Standards relevant to this Strategic Priority

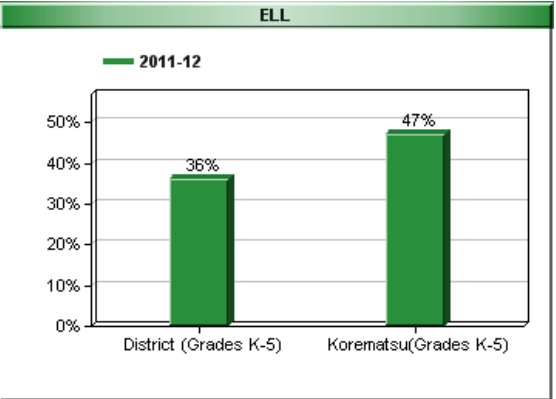
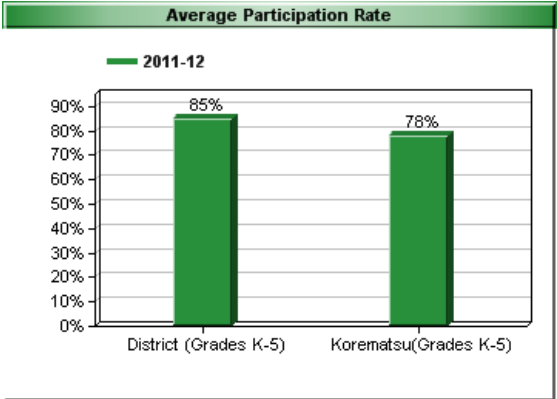
A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

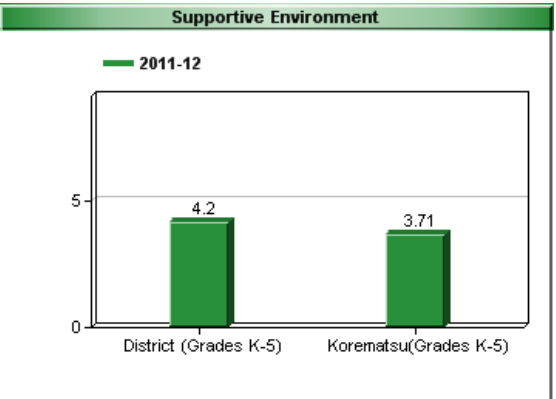
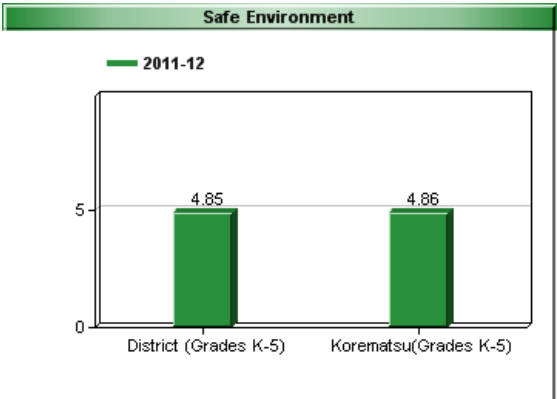
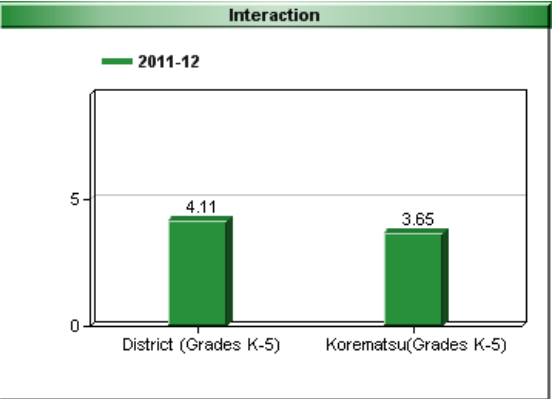
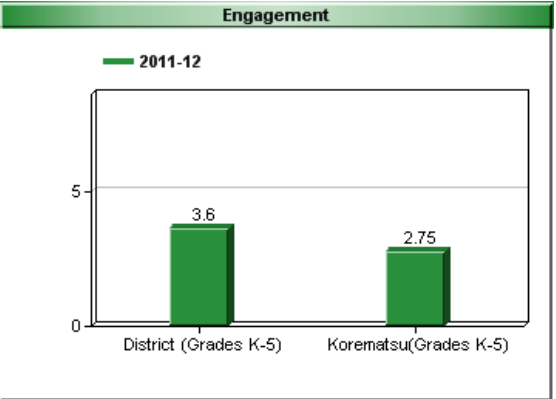
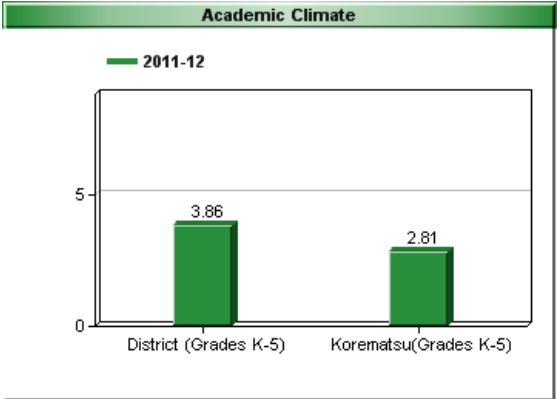
After School Program- Student Impact



After School Program- Participation



After School Program- Point of Service Quality [Scale of 1-5 (low to high)]



School Data

- KDA 11/12 ASP Strengths: The staff expects me to try my best: 100% / I feel safe in this program: 95% / I feel like people are happy to see me here: 83% / My child has a chance to develop leadership skills: 94% / My child gets his homework done: 100% / This program supports student fitness: 100%
- KDA 11/12 ASP Needs: I learn new things: 73% / I get to help people: 73% / I feel more confident about attending college: 39% / I get help to talk about my feelings: 49% / I am better at something that used to be hard: 73% / This program helps me think about the future: 63% / I can take care of problems without having to fight: 71%

Data Analysis

- It is clear that we still have a lot of work to improve our after-school program. We are challenged by the need to enroll a large number of students (more than 100) but these numbers leave few resources to hire and develop high-quality mentors.
- Our program's low ratings on the Point of Service Quality Criteria indicate that the program is stressed and barely sustainable. While our high ratings in program safety are comparable to district ratings, the other low ratings are unacceptable.
- Especially disturbing is the rating of 2.75 for Engagement. It is clear that students do not feel heard or able to make choices in their learning. It is essential that we bring our KDA culture of CSC practices to into play in the ASP.
- Also of concern is the rating of 2.81 in Academic Climate. While 83% of students feel they have improved specific skills, they do not see how these skills can be related to their future academic success. We must connect the school day to the ASP.
- Our ASP students are more highly represented in the lowest quintiles of performance on the CST than in other programs. This may have some bearing on the program quality, but it also may be linked to our selection criteria for ASP participation.

Theory of Action

- At KDA, we aspire to provide extended learning time for students through three efforts: before and after school opportunities, and increasing student intervention opportunities during the school day.
- Our before school program uses the Fast ForWord Literacy Intervention program. Between 20 and 30 students come each morning at 7:30 to work on the program. These students are mostly ELL students not enrolled in the afterschool program.
- Our afterschool program is offered to 100 of the lowest performing students. The focus is, in order of importance: 1) Intervention with Fast ForWord; 2) Academic Support (HW); 3) Enrichment (Art, Sports, Collaborative Projects)
- Our intervention opportunities during the day include leveled ELD / AED deployment, leveled RTI deployment, pull-out small-group work on blending and fluency, and extended time for formative assessment collection and analysis.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Blended Learning Project: Students in multiple grades will use computers to access curriculum that will support accelerated growth, necessary remediation, and independently selected content in language arts, math, science, and social studies.	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	4/2/2013	172SQ11F5215	Blended Learning Project: Students in multiple grades will use computers to access curriculum that will support accelerated growth, necessary remediation, and independently selected content in language arts, math, science, and social studies.	Funded by Community Partner			0	\$0.00
Improve integration of After School Program with regular instruction: ASP coordinator will attend all SSC meetings; Community-building and Behavioral Support professional development will be shared across teachers and ASP mentors; ASP family events will be linked to school academic celebrations / family engagement activities.	Local assessments (benchmarks, PWA)	All Students	Monthly	After school program coordinator	4/30/2013	172SQ11F6005	Improve integration of After School Program with regular instruction: ASP coordinator will attend all SSC meetings; Community-building and Behavioral Support professional development will be shared across teachers and ASP mentors; ASP family events will be linked to school academic celebrations / family engagement activities.	N/A			0	\$0.00
Leveled Reading Libraries for Classes and for Library to promote increased home/school family reading.	State tests (CST/STAR, PFT)	English Learners	Monthly	Leadership Team	3/25/2013	172SQ11F5104	Leveled Reading Libraries for Classes and for Library to promote increased home/school family reading.	7091-EIA - LEP	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$4,090.69
Leveled Reading Libraries for Classes and for Library to promote increased home/school family reading.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Leadership Team	3/25/2013	172SQ11F5105	Leveled Reading Libraries for Classes and for Library to promote increased home/school family reading.	7090-EIA - SCE	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$2,431.05
Leveled Reading Libraries for Classes and for Library to promote increased home/school family reading.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Leadership Team	3/25/2013	172SQ11F5106	Leveled Reading Libraries for Classes and for Library to promote increased home/school family reading.	9901-Title I - Parent Participation	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$933.58
Leveled Reading Libraries for Classes and for Library to promote increased home/school family reading.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Leadership Team	3/25/2013	172SQ11F5107	Leveled Reading Libraries for Classes and for Library to promote increased home/school family reading.	3010-Title I	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$1,186.66
After School Program: Academic Support (HW support, STEMS tutoring), Intervention (Fast ForWord Literacy Intervention; and					4/22/2012	172SQ11F3838	After School Program: Academic Support (HW support, STEMS tutoring), Intervention (Fast ForWord Literacy Intervention0; and	N/A			0	\$0.00

Enrichment (Sports, Arts, Community Building)							Enrichment (Sports, Arts, Community Building)					
Before School Program: Intervention (Fast ForWord Literacy Intervention)					4/22/2012	172SQ11F3839	Before School Program: Intervention (Fast ForWord Literacy Intervention)	N/A			0	\$0.00
Leveled ELD / AED deployment for all students					4/22/2012	172SQ11F3852	Leveled ELD / AED deployment for all students	N/A			0	\$0.00
Extended time for formative assessment collection and analysis					4/22/2012	172SQ11F3855	Extended time for formative assessment collection and analysis	N/A			0	\$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority A. School Culture (including Meaningful Student Engagement)

School: Fred T. Korematsu Discovery Academy

Principal: CHARLES WILSON

From OUSD Strategic Plan:

Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include preventative, early intervention, and intensive services and supports accessible to all students. School-wide positive behavioral and academic supports are augmented by Tier 2 targeted intervention and Tier 3 individualized supports, which are monitored and coordinated through COST and SST. Schools create professional learning structures to support adults to learn the science and practice of teaching Social Emotional Learning (SEL) skills to increase the capacities of students to manage emotions, develop empathy and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. A thriving school culture also encourages student leadership and motivational programs, such as expanded celebrations of student achievements.

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

School Safety Plan Goals

Goal 1: Reduce the number of suspensions by 100%

- Strategy 1.1: Full implementation of Caring School Communities curriculum with check-ins scheduled daily and class meetings scheduled weekly
- Strategy 1.2: Early intervention through Student Success Team referrals and counseling services to support emotional, social and behavioral development of students determined to be at-risk for suspension.

Goal 2: Increase the level of reported parent engagement from 91% to 95%

- Strategy 2.1: Concerted effort by staff led by parent liaison to reach out to parents through phone calls and monthly bulletins in order to inform them of upcoming events and the importance of parent involvement. Additional opportunities for parent involvement in schools governance and other academic focused meetings.
- Strategy 2.2: Organization of quarterly teacher-led grade level standards workshops for parents in order to inform parents of classroom instruction and provide strategies for how parents can support student learning at home. Bi-Weekly progress reports to be sent home by classroom teachers providing parents timely feedback on students performance.

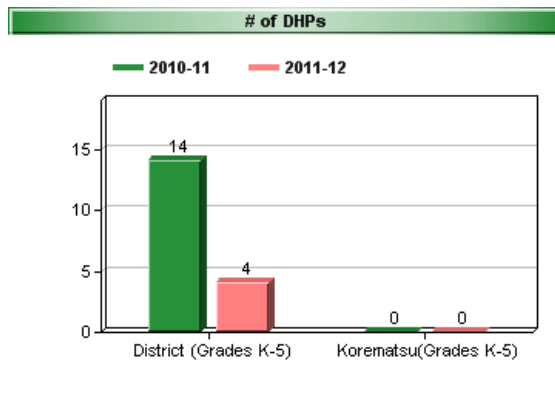
School Quality Standards relevant to this Strategic Priority

A quality school...

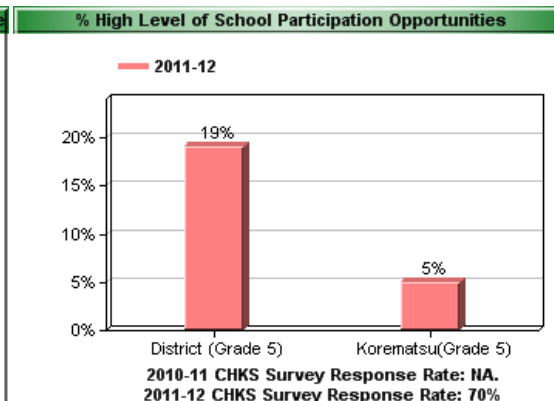
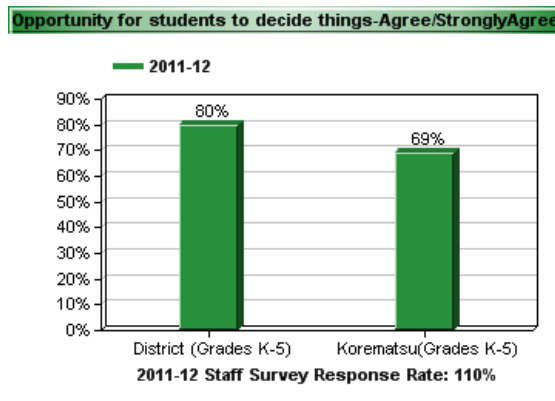
- is a safe and healthy center of the community, open to community use before, during, and after the school day
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

- creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences

DHP

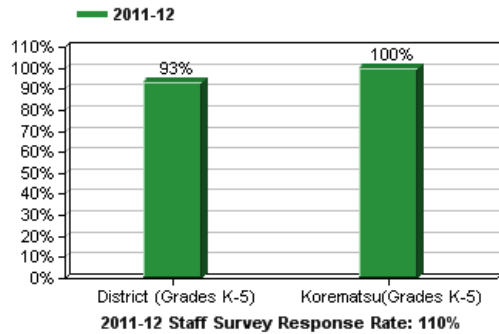


Survey - Engagement

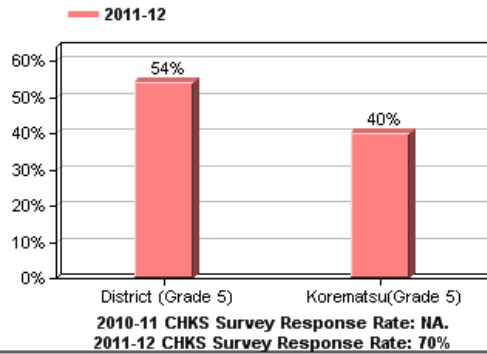


Survey - Relationships

Nearly All/Most Adults at this school pay attention to students.

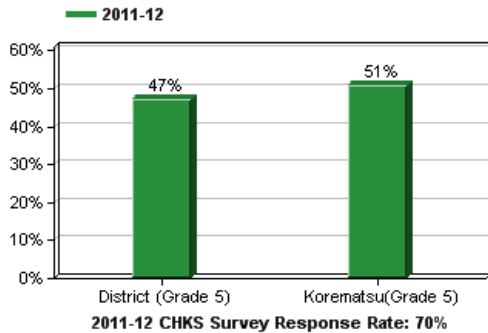


% High Level of Caring Relationships with Adults at School

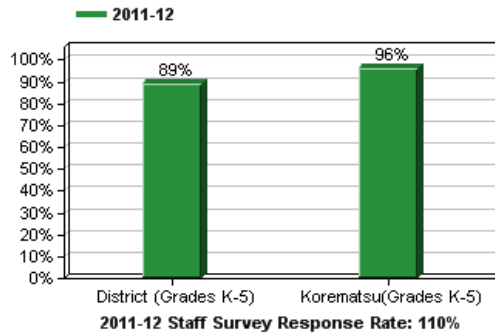


Survey - Safety

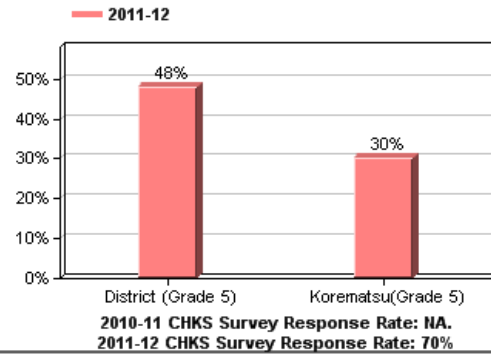
% Hit or pushed by other kids at school



This school is a safe place for students.%Agree/Strongly Agree

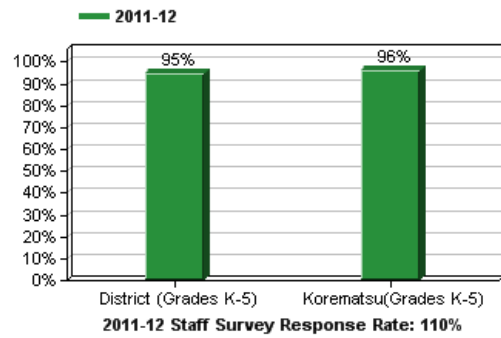


% feeling safe at school all of the time



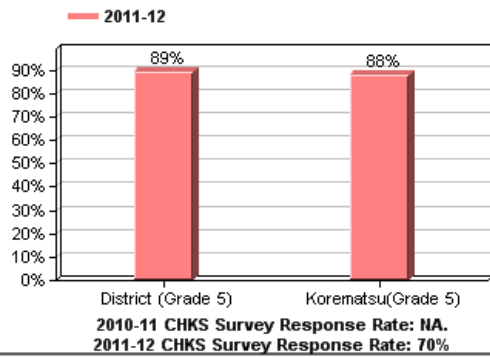
Survey - Welcoming

School is a supportive and inviting place. Agree/Strongly Agree

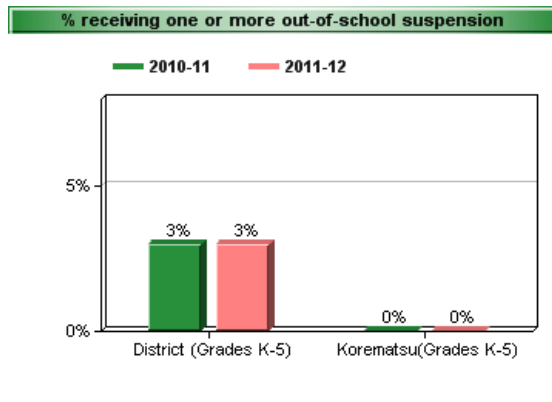


Survey- Beliefs

Most/All the time teachers believe you can do a good job.



Suspensions



School Data

- 2012 TELL vs. 2012 CHKS discrepancies: Students can make decisions: 69% vs. 5%; Adults pay attention and have caring relationships: 100% vs. 40%; School is a safe place: 96% vs. 30%; School is a welcoming environment where teachers believe that all students can do a good job: 96% vs. 88%
- 2012 CHKS OUSD vs. KDA differences: High level of school participation opportunities: 19% vs. 5%; Caring relationships with adults 54% vs. 40%; I've been hit or pushed: 47% vs. 51%; I feel safe at school: 48% vs. 30%; Mean rumors have been spread about you: 50% vs. 35%; Pro-social Peers: 45% vs. 30%; School connectedness: 56% vs. 53%

Data Analysis

- One of the most striking features of the data presented is the consistent discrepancy between staff perceptions and those of students, as measured by the 2012 TELL and CHK surveys. Staff rate KDA as a safer and more engaging place than do students.
- Another disturbing trend is the difference in how OUSD and KDA 5th graders rated their experiences of school culture. KDA students consistently rated their school experience as less engaging, less caring, and less safe than other OUSD 5th graders.
- Despite these differences, there were similar levels of feeling connected to school. However, these ratings should not be celebrated. It is unacceptable that only 53% of KDA 5th graders feel they have a high level of connection to their school.
- We must continue to work on creating a physically and psychologically safer environment where students can trust that they are supported, respected, and embraced.
- It is unacceptable that 50% of students say mean rumors have been spread about them and only 48% of students feel safe. If we deem these numbers as inevitable, we show that we care for those students who are "tough" enough to weather any condition.

Theory of Action

- An additional point of key data is the elimination of out-of-school suspension at KDA in the last year. This reduction is attributed to four factors:
 - 1) School-wide implementation of Caring Schools Community as a climate curriculum where students and teachers take time to listen to needs and worries, and collaborate to find solutions;
 - 2) School-wide use of a consistent stepped discipline / classroom management system where teachers are deeply involved in identifying and supporting positive student behaviors;
 - 3) Access to mental-health services for those students needing extra support, as implemented and monitored by the COST Team;
 - 4) Weekly culture assemblies where Scholarly Behaviors are discussed and recognized, with Star Students individually praised for exemplifying a specific

Scholarly Behavior or goal achievement.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Develop and support Parent-led School Governance Committee with a primary goal of increasing Parent and Community Engagement. Monthly meetings will be held to survey current needs and plan engagement events in addition to planning and revising CSSSP work.	Survey data (CHKS, etc.)	All Students	Monthly	Other	4/2/2013	172SQI2A5111	Develop and support Parent-led School Governance Committee with a primary goal of increasing Parent and Community Engagement. Monthly meetings will be held to survey current needs and plan engagement events in addition to planning and revising CSSSP work.	N/A			0	\$0.00
Refreshments for parent meetings, trainings, and school events to foster increased parent engagement and involvement.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Principal	3/25/2013	172SQI2A5102	Refreshments for parent meetings, trainings, and school events to foster increased parent engagement and involvement.	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$1,200.00
Improve integration of After School Program with regular instruction: ASP coordinator will attend all SSC meetings; Community-building and Behavioral Support professional development will be shared across teachers and ASP mentors; ASP family events will be linked to school academic celebrations / family engagement activities.	Local assessments (benchmarks, PWA)	All Students	Monthly	After school program coordinator	4/30/2013	172SQI2A6005	Improve integration of After School Program with regular instruction: ASP coordinator will attend all SSC meetings; Community-building and Behavioral Support professional development will be shared across teachers and ASP mentors; ASP family events will be linked to school academic celebrations / family engagement activities.	N/A			0	\$0.00
Parent workshops (with School Climate Committee) on the transition to the Common Core Standards, focused on key shifts (e.g. supporting opinions with valid evidence, reading beyond the surface of a text or looking for multiple solutions to a math problem) and ways families can support this work.	State tests (CST/STAR, PFT)	All Students	Monthly	Leadership Team	4/30/2013	172SQI2A6007	Parent workshops (with School Climate Committee) on the transition to the Common Core Standards, focused on key shifts (e.g. supporting opinions with valid evidence, reading beyond the surface of a text or looking for multiple solutions to a math problem) and ways families can support this work.	N/A			0	\$0.00
Building a Culture of Reading: Literature and Informational Text-based guided reading	Local assessments (benchmarks,	All Students	Monthly	Leadership Team	4/22/2013	172SQI2A5939	Building a Culture of Reading: Literature and Informational Text-based guided reading	N/A			0	\$0.00

as the core of language arts instruction.	PWA)						as the core of language arts instruction.					
Building a Culture of Reading: Accelerated Reader used to track student and school progress toward 30,000,000 Word goal for independent and in-class reading. Student awards and recognition given bi-weekly.	Local assessments (benchmarks, PWA)	All Students	Every Other Week	Leadership Team	4/22/2013	172SQI2A5940	Building a Culture of Reading: Accelerated Reader used to track student and school progress toward 30,000,000 Word goal for independent and in-class reading. Student awards and recognition given bi-weekly.	N/A			0	\$0.00
Building a Culture of Reading: SRI Data is tracked for all students in 2nd-5th Grades. Data is used to make decisions about guided-reading instruction, as well as Tier II and III interventions. Goal-setting and student awards / recognition will occur at least 4 times per year.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Leadership Team	4/22/2013	172SQI2A5941	Building a Culture of Reading: SRI Data is tracked for all students in 2nd-5th Grades. Data is used to make decisions about guided-reading instruction, as well as Tier II and III interventions. Goal-setting and student awards / recognition will occur at least 4 times per year.	N/A			0	\$0.00
Development of Student Council / Student Townhall to address climate and engagement issues as they develop.	Discipline/CSC	All Students	Every Other Week	Other	3/27/2013	172SQI2A5113	Development of Student Council / Student Townhall to address climate and engagement issues as they develop.	N/A			0	\$0.00
Counselling services contracted through the Lincoln Child Development Services. Both student and family counselling will be provided.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Principal	3/25/2013	172SQI2A5103	Counselling services contracted through the Lincoln Child Development Services. Both student and family counselling will be provided.	3010-Title I	5825-CONSULTANTS		0	\$10,000.00
Community Relations Assistant II Bilingual will manage and administer all parent / family outreach for the school, with a focus on connecting families more intimately to their children's academic and social development.	State tests (CST/STAR, PFT)	English Learners	Monthly	Principal	3/25/2013	172SQI2A5099	Community Relations Assistant II Bilingual will manage and administer all parent / family outreach for the school, with a focus on connecting families more intimately to their children's academic and social development.	7091-EIA - LEP		CRAIIB0001	0.2	\$12,568.40
Community Relations Assistant II Bilingual will manage and administer all parent / family outreach for the school, with a focus on connecting families more intimately to their children's academic and social	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Principal	3/25/2013	172SQI2A5101	Community Relations Assistant II Bilingual will manage and administer all parent / family outreach for the school, with a focus on connecting families more intimately to their children's academic and social	3010-Title I		CRAIIB0001	0.8	\$50,273.58

development.							development.					
School Psychologist to coordinate and administer counselling and mental health resources for students and families, in addition to providing SST support for students needing assessment for more specialized services.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Principal	3/25/2013	172SQI2A5098	School Psychologist to coordinate and administer counselling and mental health resources for students and families, in addition to providing SST support for students needing assessment for more specialized services.	3010-Title I		PSYCHL0052	0.199998	\$18,391.26
School-wide implementation of Caring Schools Community as a climate curriculum where students and teachers take time to listen to needs and worries, and collaborate to find solutions;					4/23/2012	172SQI2A3841	School-wide implementation of Caring Schools Community as a climate curriculum where students and teachers take time to listen to needs and worries, and collaborate to find solutions;	N/A			0	\$0.00
School-wide use of a consistent stepped discipline / classroom management system where teachers are deeply involved in identifying and supporting positive student behaviors					4/23/2012	172SQI2A3842	School-wide use of a consistent stepped discipline / classroom management system where teachers are deeply involved in identifying and supporting positive student behaviors	N/A			0	\$0.00
Weekly culture assemblies where Scholarly Behaviors are discussed and recognized, with Star Students individually praised for exemplifying a specific Scholarly Behavior or goal achievement.					4/23/2012	172SQI2A3844	Weekly culture assemblies where Scholarly Behaviors are discussed and recognized, with Star Students individually praised for exemplifying a specific Scholarly Behavior or goal achievement.	N/A			0	\$0.00
Roots of Empathy Program: To teach empathy skills					3/25/2013	172SQI2A3876	Roots of Empathy Program: To teach empathy skills	N/A			0	\$0.00
Parenting skills / Parenting stress classes, with a focus on students with discipline issues and/or chronic absenteeism	Discipline/CSC	All Students	Every Other Week	Other	3/27/2013	172SQI2A5112	Parenting skills / Parenting stress classes, with a focus on students with discipline issues and/or chronic absenteeism	N/A			0	\$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority B. Health & Wellness

School: Fred T. Korematsu Discovery Academy

Principal: CHARLES WILSON

From OUSD Strategic Plan:

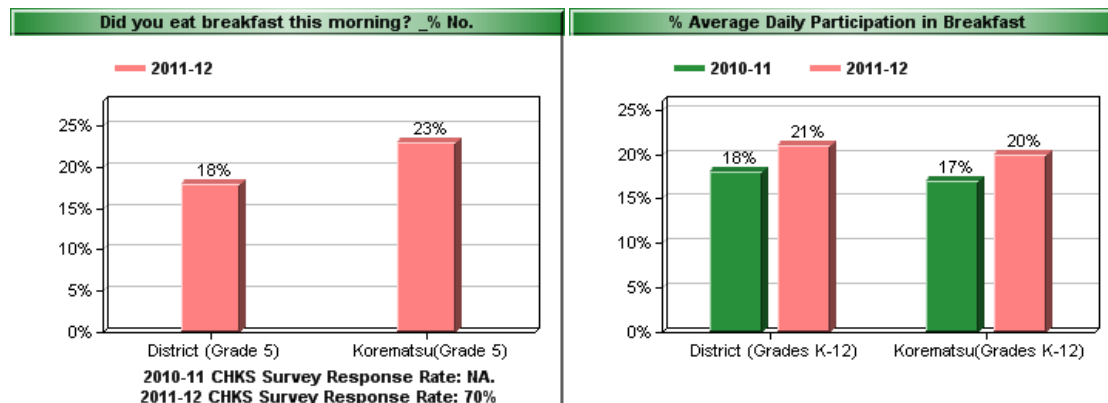
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access to nutritious food, free drinking water, opportunities to be physically active and good indoor air quality. Quality physical education is provided for the required amount of time to all students. In addition, students' health and mental health needs are met on-site or through a robust referral system that connects students and families to community providers. A FSCS also provides health education (e.g., nutrition, gardening, reproductive health) and social-emotional learning (SEL) that is aligned with and supports the core curriculum. Families are engaged around supporting their children's health as well as their own. Staff wellness is seen as integral and is actively fostered.

School Quality Standards relevant to this Strategic Priority

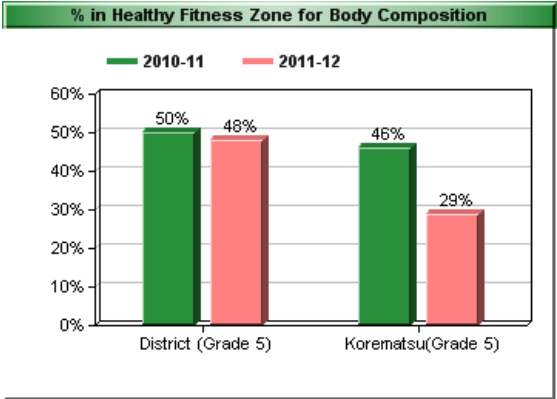
A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth

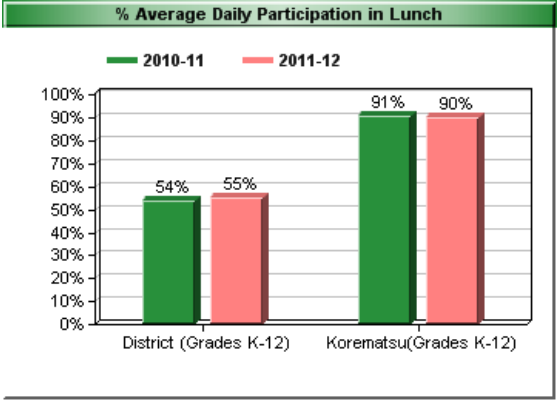
Breakfast



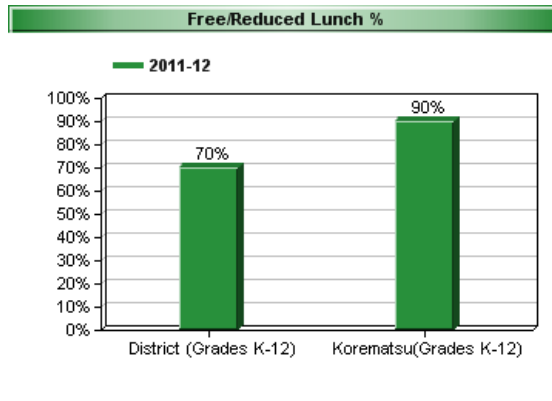
Fitness



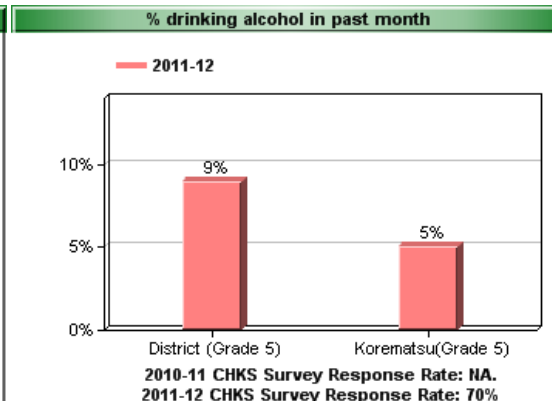
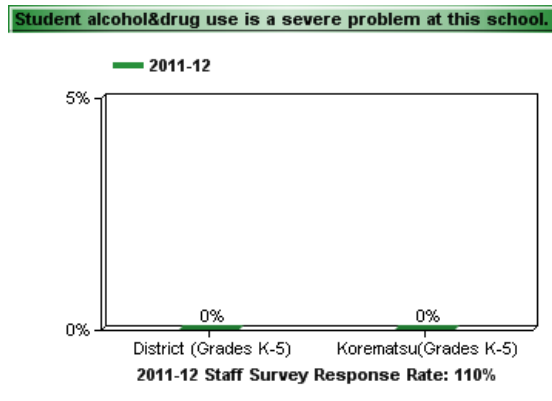
Lunch



Socio Economics



Survey - Drugs / Alcohol



School Data

- 2012 CHKS 5th Grade students: Students that report high levels of caring & expectations from a staff member at school / Caring=40% / Expectations=63% / Do you feel safe at school?=58% / Do you feel safe outside of school?=39% / Have you been hit or pushed at school?=51% / Mean rumors are spread about you?=36% / I have hit or pushed other students=60% / I have spread mean rumors about other students=41% / I saw a student with a weapon at school=23% / I have been cyber-bullied=10%
- I am happy to be at this school=78% / I feel close to people in this school=71% / I feel like I am a part of this school=75%/ The teachers at this school treat students fairly=63% / I try to understand how other people feel=43% / I feel bad when someone gets their feelings hurt=65% / I know where to go for help with a problem=83% / I try to work out problems by talking or writing=35%

Data Analysis

- Despite adult perceptions that KDA is a safe and supportive environment, the 2012 CHKS data demonstrates we still have a lot of work to move forward in

this area. Too many students report that they do not feel consistently safe and supported at KDA.

- While it is validating to read that nearly 2/3 of students feel happy at school and close to people at school, we still need to be aware of the experiences of those students who feel disconnected from or unhappy with their school experience.
- We clearly need to be more consistent and more explicit in the ways that we support students. Often, because of academic demands, teachers have trouble holding class meetings to discuss student issues, and the recess procedures are not consistent.
- Other data points from 2012 CHKS: Students that have ever used cigarettes=5%/Students that have ever used alcohol=38% / weed=5% / Students who think they are either too fat or too skinny=36% / Percentage of students who exercise 6 or 7 days/week=50%
- We need to address this data from the first day of school. Unless we are consistent and explicit in the ways that we support students, we risk losing students to poor choices and social pressures. It is our duty to make this work clear to all.

Theory of Action

- Upon opening our school in 2006, we found that there were many emotional, mental, and physical health issues that we needed to address immediately in order to allow our students to grow socially and academically.
- In all classes we are dedicated to promoting social and emotional learning. The Caring Schools Community curriculum, which we've used for the last 3 years, has helped create spaces for students to share their feelings and resolve their differences.
- Due to the stress created by poverty and crime, many students need extra support to be successful. These students work with social workers and counselors to learn new ways of responding to their stress so that they can be successful scholars.
- We are responsible to address the system of oppression and lost opportunities our society has created in our community. Parenting classes, mental and physical health outreach, and other services are part of building a safe and successful community.
- Providing healthy meals and snacks, along with providing access to healthy nutrition and lifestyle education is a vital part of build success for our community. We strive to become one of the most important institutions in our community.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Development of Student Council / Student Townhall to address climate and engagement issues as they develop.	Discipline/CSC	All Students	Every Other Week	Other	3/27/2013	172SQI2B5113	Development of Student Council / Student Townhall to address climate and engagement issues as they develop.	N/A			0	\$0.00
Counselling services contracted through the Lincoln Child Development Services. Both student and family counselling will be provided.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Principal	3/25/2013	172SQI2B5103	Counselling services contracted through the Lincoln Child Development Services. Both student and family counselling will be provided.	3010-Title I	5825-CONSULTANTS		0	\$10,000.00
Community Relations Assistant II Bilingual will manage and administer all parent / family outreach for the school, with a focus on connecting families more intimately to their children's academic and social development.	State tests (CST/STAR, PFT)	English Learners	Monthly	Principal	3/25/2013	172SQI2B5099	Community Relations Assistant II Bilingual will manage and administer all parent / family outreach for the school, with a focus on connecting families more intimately to their children's academic and social development.	7091-EIA - LEP		CRAIIB0001	0.2	\$12,568.40
Community Relations Assistant II Bilingual will manage and administer all parent / family outreach for the school, with a focus on connecting families more intimately to their children's academic and social development.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Principal	3/25/2013	172SQI2B5101	Community Relations Assistant II Bilingual will manage and administer all parent / family outreach for the school, with a focus on connecting families more intimately to their children's academic and social development.	3010-Title I		CRAIIB0001	0.8	\$50,273.58
School Psychologist to coordinate and administer counselling and mental health resources for students and families, in addition to providing SST support for students needing assessment for more specialized services.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Principal	3/25/2013	172SQI2B5098	School Psychologist to coordinate and administer counselling and mental health resources for students and families, in addition to providing SST support for students needing assessment for more specialized services.	3010-Title I		PSYCHL0052	0.199998	\$18,391.26
Roots of Empathy Program: To teach empathy skills					3/25/2013	172SQI2B3876	Roots of Empathy Program: To teach empathy skills	N/A			0	\$0.00
Parenting skills / Parenting stress classes, with a focus on students with discipline issues and/or chronic absenteeism	Discipline/CSC	All Students	Every Other Week	Other	3/27/2013	172SQI2B5112	Parenting skills / Parenting stress classes, with a focus on students with discipline issues and/or chronic absenteeism	N/A			0	\$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Fred T. Korematsu Discovery Academy

Principal: CHARLES WILSON

From OUSD Strategic Plan:

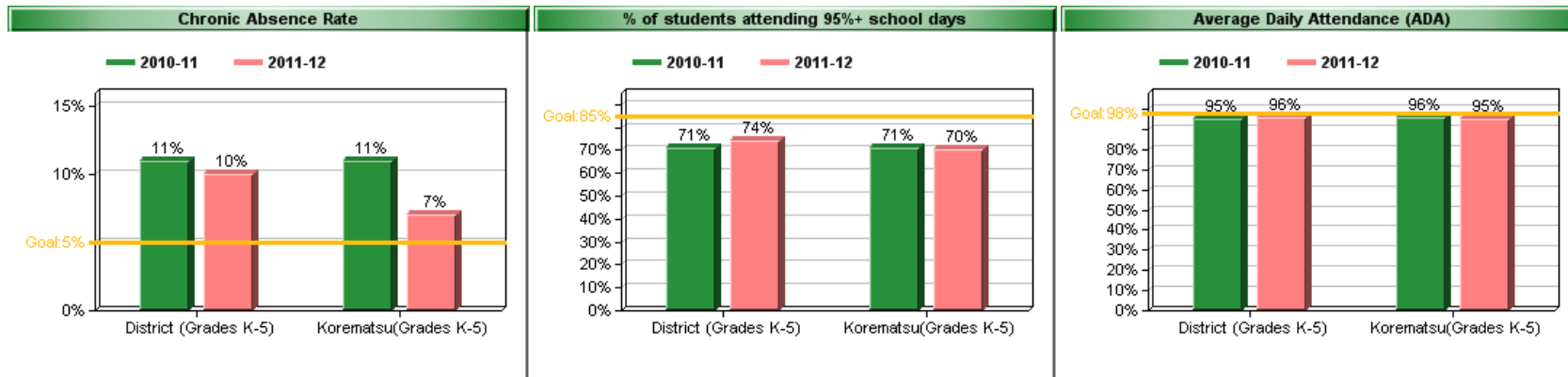
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts one in seven Oakland students, is correlated with lowered reading outcomes and graduation rates. If our system begins addressing chronic absence at the Pre-K and K levels, we would see marked differences in student learning by 3rd grade.

1. Reduce Chronic Absence (students missing 10% or more of the school year) to 5% or less
2. Increase Satisfactory Attendance (percentage of students attending 95% or more of school days) to 85%
3. Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate (ADA)

School Quality Standards relevant to this Strategic Priority

A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future



School Data

- 2013 Year to 3/22/13: ADA=94.00% // Satisfactory Attendance (>95%)=61% / Chronic Absence (Absent (> or = 10%)= 16% / K=50%/24% // 1st=54%/18% // 2nd=68%/14% // 3rd=68%/11% // 4th=63%/11% // 5th=67%/5%
- Chronic Absence Rates by Ethnicity: African American=34% // Latino=57% // Pacific Islander=2% // White=8%
-

Data Analysis

- This current year represents the lowest ADA level recorded to date. The excessively high level of chronic absenteeism is unacceptable. There have been a number of serious viral infections at the school this year, impacting student attendance rates.
- The high level of chronic absenteeism is especially notable in our Kindergarten classes, which have the lowest levels of satisfactory attendance and one of the highest levels of chronic absenteeism.
- The high level of chronic absenteeism is also notable in our SDC SH class, with an attendance rate of just 74.32%, the lowest level of attendance in the school
- Kindergarten attendance issues may be related to the non-compulsory status of the grade and the lack of parent education/experience for these parents. Many of the SDC students have chronic severe health issues that coincide with their disability.
- African American attendance rates should be considered when looking at the academic achievement gap evident in Mathematics and the stagnation of growth in Language Arts.

Theory of Action

- We believe that the only way for students to achieve academically and socially in school is for them to attend school daily. Attendance is a variable that can often be used to diagnose larger issues that may be impeding student success.
- Students with exemplary attendance need to be recognized publicly. Each month, students with perfect attendance (and no tardies) are rewarded for their performance.
- Students who maintain a perfect attendance record for a trimester are eligible for a raffle for a new bike, a very visible recognition of their efforts.
- Monthly SART meetings, as led by our attendance clerk and a social worker, have met with limited success. We will conduct more one-on-one outreach efforts for families with poor attendance, including home visits by teachers and COST team members
- These parents of truant children, who are often least represented at our parent meetings, need differentiated support to improve attendance and academic achievement rates.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Develop and support Parent-led School Governance Committee with a primary goal of increasing Parent and Community Engagement. Monthly meetings will be held to survey current needs and plan engagement events in addition to planning and revising CSSSP work.	Survey data (CHKS, etc.)	All Students	Monthly	Other	4/2/2013	172SQI2C5111	Develop and support Parent-led School Governance Committee with a primary goal of increasing Parent and Community Engagement. Monthly meetings will be held to survey current needs and plan engagement events in addition to planning and revising CSSSP work.	N/A			0	\$0.00
Community Relations Assistant II Bilingual will manage and administer all parent / family outreach for the school, with a focus on connecting families more intimately to their children's academic and social development.	State tests (CST/STAR, PFT)	English Learners	Monthly	Principal	3/25/2013	172SQI2C5099	Community Relations Assistant II Bilingual will manage and administer all parent / family outreach for the school, with a focus on connecting families more intimately to their children's academic and social development.	7091-EIA - LEP		CRAIIB0001	0.2	\$12,568.40
Community Relations Assistant II Bilingual will manage and administer all parent / family outreach for the school, with a focus on connecting families more intimately to their children's academic and social development.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Principal	3/25/2013	172SQI2C5101	Community Relations Assistant II Bilingual will manage and administer all parent / family outreach for the school, with a focus on connecting families more intimately to their children's academic and social development.	3010-Title I		CRAIIB0001	0.8	\$50,273.58
Parenting skills / Parenting stress classes, with a focus on students with discipline issues and/or chronic absenteeism	Discipline/CSC	All Students	Every Other Week	Other	3/27/2013	172SQI2C5112	Parenting skills / Parenting stress classes, with a focus on students with discipline issues and/or chronic absenteeism	N/A			0	\$0.00
Monthly SART meetings, as led by our attendance clerk and a social worker.					4/23/2012	172SQI2C3845	Monthly SART meetings, as led by our attendance clerk and a social worker.	N/A			0	\$0.00
One-on-one outreach efforts for families with poor attendance, including home visits by teachers and COST team members.					4/23/2012	172SQI2C3846	One-on-one outreach efforts for families with poor attendance, including home visits by teachers and COST team members.	N/A			0	\$0.00
Students who maintain a perfect attendance record for a trimester are eligible for a raffle for a new bike, a very visible recognition of their efforts.					4/23/2012	172SQI2C3847	Students who maintain a perfect attendance record for a trimester are eligible for a raffle for a new bike, a very visible recognition of their efforts.	N/A			0	\$0.00
Students with exemplary							Students with exemplary					

attendance need to be recognized publicly. Each month, students with perfect attendance (and no tardies) are rewarded for their performance.					4/23/2012	172SQI2C3848	attendance need to be recognized publicly. Each month, students with perfect attendance (and no tardies) are rewarded for their performance.	N/A			0	\$0.00
After-school Program Director will participate in COST meetings focused on attendance, using resources from BACR to tailor personalized / small-group outreach to families in need.					4/23/2012	172SQI2C3875	After-school Program Director will participate in COST meetings focused on attendance, using resources from BACR to tailor personalized / small-group outreach to families in need.	N/A			0	\$0.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Strategic Priority A. Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School: Fred T. Korematsu Discovery Academy

Principal: CHARLES WILSON

From OUSD Strategic Plan:

We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, supervisors, and community members with high expectations. We need to develop aggressive strategies to recruit and retain the best and brightest talent in OUSD. Building on our developing frameworks for effective teaching and school leadership, and furthering the development and capacity of our teachers and principals through various forms of professional development will allow us to sustain effective teachers and leaders committed to Oakland's children.

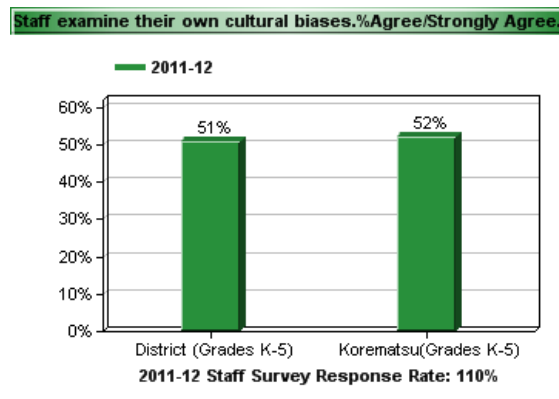
1. Improve the conditions in schools to retain 80% of effective teachers

School Quality Standards relevant to this Strategic Priority

A quality school...

- makes sure that teachers work together in professional learning communities focused on student progress
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice
- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.

Survey - Professional Learning



School Data

- 2012 TELL Survey: This school is a supportive and inviting place to work=96% / Provides the materials, resources, and training need to do your job effectively=70% / Is a safe place for staff=96%

Data Analysis

- The data from the TELL survey shows that KDA teachers are below the District average in terms of feeling like they have sufficient time to collaborate. This is a function of our limited ability to offer teachers compensated time for this work.
- The data shows that almost all KDA teachers feel that the school is a safe and inviting place to work, with a strong sense of safety. This contrast between the feeling of belonging and the frustration of inadequate P.D. needs to be addressed.
- We work very hard to ensure that PD opportunities are focused and coherent with the current work in our classrooms and our PLC meetings.
- Rather than trying to cover a wide range of topics, we focus our PD sessions on just a few core practices, with much of the PD time dedicated to collaborative planning.
-

Theory of Action

- At KDA, we believe that leadership of learning and student achievement is best accomplished when decision-making is shared among the individuals who are responsible for accomplishing this vital work.
- The Principal and the Instructional Facilitator collaborate with teachers, staff, parents, and community members to ensure that all of our efforts support the academic development of physically and emotionally healthy young scholars.
- Weekly PLC meetings, attended by the Principal and Instructional Facilitator, allow each grade level to explore and develop their instructional practices in specific areas. Most recently, disciplinary writing has been the PLC focus.
- The Instructional Leadership Team (ILT), led by the Principal, focuses on very specific instructional areas as identified through on-going data analysis, making policy decisions and developing a responsive professional development program.
- The Caring Schools Community Team (CSC) and the Coordination of Services Team (COST), both work with the Principal to address the social and emotional health of our young scholars so that they can achieve their full potential academically.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Weekly collaboration by teachers to develop common lesson plans and lesson objectives.					3/26/2013	172SQI3A1834	Weekly collaboration by teachers to develop common lesson plans and lesson objectives.	N/A			0	\$0.00
Daily writing in the discipline of Science, supported by weekly Data Teams / PLC meetings led by Principal and Instructional Facilitator.					3/26/2013	172SQI3A1835	Daily writing in the discipline of Science, supported by weekly Data Teams / PLC meetings led by Principal and Instructional Facilitator.	N/A			0	\$0.00
Refreshments for parent meetings, trainings, and school events to foster increased parent engagement and involvement.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Principal	3/25/2013	172SQI3A5102	Refreshments for parent meetings, trainings, and school events to foster increased parent engagement and involvement.	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$1,200.00
Participation in CAL-BLAST Project, with all supporting PD and coaching Sessions					3/26/2013	172SQI3A1856	Participation in CAL-BLAST Project, with all supporting PD and coaching Sessions	N/A			0	\$0.00
Weekly PLC meetings, attended by the Principal and Instructional Facilitator, allow each grade level to explore and develop their instructional practices in specific areas. Disciplinary writing will be the PLC focus.	State tests (CST/STAR, PFT)	All Students	Weekly	Principal	4/30/2013	172SQI3A3849	Weekly PLC meetings, attended by the Principal and Instructional Facilitator, allow each grade level to explore and develop their instructional practices in specific areas. Disciplinary writing will be the PLC focus.	N/A			0	\$0.00
Weekly PLC meetings, attended by the Principal and Instructional Facilitator, allow each grade level to explore and develop their instructional practices in specific areas. Disciplinary writing will be the PLC focus.	State tests (CST/STAR, PFT)	All Students	Weekly	Principal	4/30/2013	172SQI3A6006	Principal and IF will use 1:1 coaching with teachers using shared Observation trackers, expanded use of the Danielson Framework for informal observations of teaching, and videotaping of teaching sessions for peer and coach support and modelling.	N/A			0	\$0.00
The Instructional Leadership Team (ILT), led by the Principal, focuses on very specific instructional areas as identified through on-going data analysis, making policy decisions and developing a responsive professional					4/22/2012	172SQI3A3850	The Instructional Leadership Team (ILT), led by the Principal, focuses on very specific instructional areas as identified through on-going data analysis, making policy decisions and developing a responsive professional	N/A			0	\$0.00

development program.							development program.					
The Caring Schools Community Team (CSC) and the Coordination of Services Team (COST), both work with the Principal to address the social and emotional health of our young scholars so that they can achieve their full potential academically.					4/22/2012	172SQI3A3851	The Caring Schools Community Team (CSC) and the Coordination of Services Team (COST), both work with the Principal to address the social and emotional health of our young scholars so that they can achieve their full potential academically.	N/A			0	\$0.00

School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

Strategic Priority A. Family & Community Engagement

School: Fred T. Korematsu Discovery Academy

Principal: CHARLES WILSON

From OUSD Strategic Plan:

A quality Full Service Community School (FSCS) involves students, families, and the community in the decision-making process as a way to develop collaborative partnerships. A FSCS works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and aligns partnerships with community-based organizations, civic and business partners to strengthen the academic, social-emotional and health outcomes for students and families.

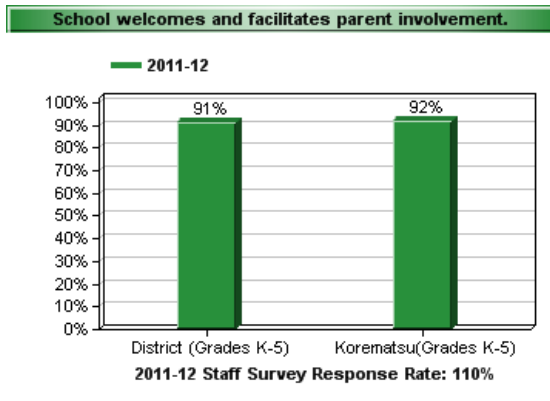
1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

School Quality Standards relevant to this Strategic Priority

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well
- builds effective partnerships by using principles of student and family/community engagement

Survey - Welcoming



School Data

- 2012 TELL Survey: Is welcoming to and facilitates parent involvement=91% CHKS 2012: % of 5th Grade Students that report high levels of caring & expectations from a staff member at school / Caring=40% / Expectations=63%
- % of 5th Grade Students that report high levels of opportunities for meaningful participation & connectedness at school / Participation=5% / Connectedness=53%

Data Analysis

- We take the 2012 CHKS data to heart. We feel we can do a better job at truly engaging families in the learning that is taking place in school. We need to reconcile the data from 5th grade students with the parent opinions.
- We are committed to engaging parents in understanding and monitoring their children's academic performance. For the 2 most recent report cards, 95% of parents have attended both conferences.
- SSC and ELAC participation are consistently growing, with average ELAC attendance at 11 parents, and average SSC attendance at 9 members.
- We have recently formed a School Governance committee that will be in charge of developing and running more family engagement activities at the school.
-

Theory of Action

- Student success at KDA is related to our ability to engage with and inform our parents. We have found that our ability to communicate academic goals and relay expectations regarding student progress has contributed greatly to their success.
- Not only do we encourage our parents and teachers to interact daily, but bi-weekly progress reports are distributed to keep the parents up to date regarding their child's performance. We believe that growth is not possible without clear information.
- All parents are expected to meet with their child's teacher regularly to receive updates on their progress academically, behaviorally and socially, to set rigorous goals, and create a plan for accomplishing those goals at home and at school.
- At KDA, we let parents know their support and opinions are valued and respected by teachers and staff. We have established several committees to encourage parents and community members to participate in shaping our philosophies of education.
- Our Parent Leadership Action Network is a group of parent volunteers that come to school regularly to assist in and out of the classroom. The KDA Family Literacy Project has helped prepare parents to actively participate with their child's learning.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Develop and support Parent-led School Governance Committee with a primary goal of increasing Parent and Community Engagement. Monthly meetings will be held to survey current needs and plan engagement events in addition to planning and revising CSSSP work.	Survey data (CHKS, etc.)	All Students	Monthly	Other	4/2/2013	172SQI4A5111	Develop and support Parent-led School Governance Committee with a primary goal of increasing Parent and Community Engagement. Monthly meetings will be held to survey current needs and plan engagement events in addition to planning and revising CSSSP work.	N/A			0	\$0.00
Refreshments for parent meetings, trainings, and school events to foster increased parent engagement and involvement.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Principal	3/25/2013	172SQI4A5102	Refreshments for parent meetings, trainings, and school events to foster increased parent engagement and involvement.	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$1,200.00
Improve integration of After School Program with regular instruction: ASP coordinator will attend all SSC meetings; Community-building and Behavioral Support professional development will be shared across teachers and ASP mentors; ASP family events will be linked to school academic celebrations / family engagement activities.	Local assessments (benchmarks, PWA)	All Students	Monthly	After school program coordinator	4/30/2013	172SQI4A6005	Improve integration of After School Program with regular instruction: ASP coordinator will attend all SSC meetings; Community-building and Behavioral Support professional development will be shared across teachers and ASP mentors; ASP family events will be linked to school academic celebrations / family engagement activities.	N/A			0	\$0.00
Parent workshops (with School Climate Committee) on the transition to the Common Core Standards, focused on key shifts (e.g. supporting opinions with valid evidence, reading beyond the surface of a text or looking for multiple solutions to a math problem) and ways families can support this work.	State tests (CST/STAR, PFT)	All Students	Monthly	Leadership Team	4/30/2013	172SQI4A6007	Parent workshops (with School Climate Committee) on the transition to the Common Core Standards, focused on key shifts (e.g. supporting opinions with valid evidence, reading beyond the surface of a text or looking for multiple solutions to a math problem) and ways families can support this work.	N/A			0	\$0.00
Leveled Reading Libraries for Classes and for Library to promote increased	State tests (CST/STAR, PFT)	English Learners	Monthly	Leadership Team	3/25/2013	172SQI4A5104	Leveled Reading Libraries for Classes and for Library to promote increased	7091-EIA - LEP	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$4,090.69

home/school family reading.							home/school family reading.					
Leveled Reading Libraries for Classes and for Library to promote increased home/school family reading.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Leadership Team	3/25/2013	172SQI4A5105	Leveled Reading Libraries for Classes and for Library to promote increased home/school family reading.	7090-EIA - SCE	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$2,431.05
Leveled Reading Libraries for Classes and for Library to promote increased home/school family reading.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Leadership Team	3/25/2013	172SQI4A5106	Leveled Reading Libraries for Classes and for Library to promote increased home/school family reading.	9901-Title I - Parent Participation	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$933.58
Leveled Reading Libraries for Classes and for Library to promote increased home/school family reading.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Leadership Team	3/25/2013	172SQI4A5107	Leveled Reading Libraries for Classes and for Library to promote increased home/school family reading.	3010-Title I	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$1,186.66
Library Clerk will provide access to and maintain the resources of the school's library, increasing the opportunity for students and families to engage with quality, multi-lingual reading materials					3/26/2013	172SQI4A1815	Library Clerk will provide access to and maintain the resources of the school's library, increasing the opportunity for students and families to engage with quality, multi-lingual reading materials	N/A			0	\$0.00
Building a Culture of Reading: Literature and Informational Text-based guided reading as the core of language arts instruction.	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	4/22/2013	172SQI4A5939	Building a Culture of Reading: Literature and Informational Text-based guided reading as the core of language arts instruction.	N/A			0	\$0.00
Building a Culture of Reading: Accelerated Reader used to track student and school progress toward 30,000,000 Word goal for independent and in-class reading. Student awards and recognition given bi-weekly.	Local assessments (benchmarks, PWA)	All Students	Every Other Week	Leadership Team	4/22/2013	172SQI4A5940	Building a Culture of Reading: Accelerated Reader used to track student and school progress toward 30,000,000 Word goal for independent and in-class reading. Student awards and recognition given bi-weekly.	N/A			0	\$0.00
Building a Culture of Reading: SRI Data is tracked for all students in 2nd-5th Grades. Data is used to make decisions about guided-reading instruction, as well as Tier II and III interventions. Goal-setting and student awards / recognition will occur at least 4 times per year.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Leadership Team	4/22/2013	172SQI4A5941	Building a Culture of Reading: SRI Data is tracked for all students in 2nd-5th Grades. Data is used to make decisions about guided-reading instruction, as well as Tier II and III interventions. Goal-setting and student awards / recognition will occur at least 4 times per year.	N/A			0	\$0.00

Development of Student Council / Student Townhall to address climate and engagement issues as they develop.	Discipline/CSC	All Students	Every Other Week	Other	3/27/2013	172SQI4A5113	Development of Student Council / Student Townhall to address climate and engagement issues as they develop.	N/A			0	\$0.00
Counselling services contracted through the Lincoln Child Development Services. Both student and family counselling will be provided.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Principal	3/25/2013	172SQI4A5103	Counselling services contracted through the Lincoln Child Development Services. Both student and family counselling will be provided.	3010-Title I	5825-CONSULTANTS		0	\$10,000.00
School Psychologist to coordinate and administer counselling and mental health resources for students and families, in addition to providing SST support for students needing assessment for more specialized services.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Principal	3/25/2013	172SQI4A5098	School Psychologist to coordinate and administer counselling and mental health resources for students and families, in addition to providing SST support for students needing assessment for more specialized services.	3010-Title I		PSYCHL0052	0.199998	\$18,391.26
Parenting skills / Parenting stress classes, with a focus on students with discipline issues and/or chronic absenteeism	Discipline/CSC	All Students	Every Other Week	Other	3/27/2013	172SQI4A5112	Parenting skills / Parenting stress classes, with a focus on students with discipline issues and/or chronic absenteeism	N/A			0	\$0.00
Family Literacy Instructor from OUSD Adult Education Program will teach ESL and Literacy classes for parents to promote increased parent engagement in their children's academic and social development.					4/21/2012	172SQI4A1822	Family Literacy Instructor from OUSD Adult Education Program will teach ESL and Literacy classes for parents to promote increased parent engagement in their children's academic and social development.	N/A			0	\$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Fred T. Korematsu Discovery Academy

Principal: CHARLES WILSON

From OUSD Strategic Plan:

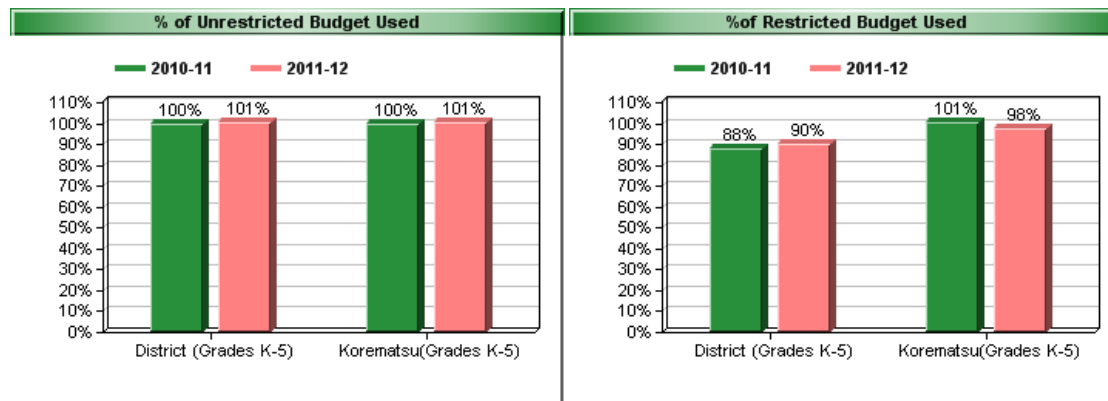
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations with parents and community members. Leaders will need to assess their own levels of expertise with leadership practices, operations, instruction and community engagement and work together to share tools, knowledge and strategies in these areas to accelerate everyone's capacity to deliver on the promise of high quality effective instruction and Full Service Community Schools.

School Quality Standards relevant to this Strategic Priority

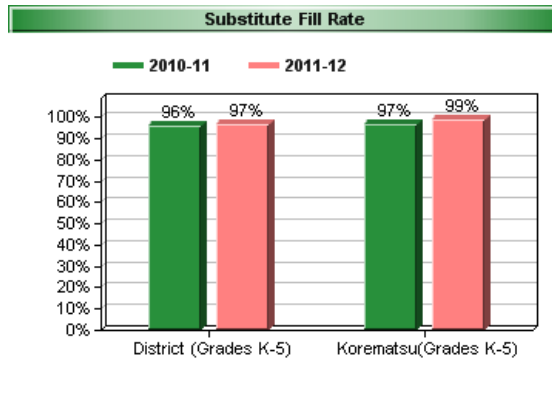
A quality school...

- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals

Budget



Sub Fill Rate



Data Analysis

- KDA is consistent in applying all of its resources towards enhanced student learning outcomes. Budget allocation is a topic shared with all stakeholders.
- As the operations of the school become increasingly streamlined, the focus of the principal is given to the academic program.

Theory of Action

- At KDA, we believe that leadership of learning and student achievement is best accomplished when decision-making is shared.
- It is essential that this work is shared among the individuals who are responsible for accomplishing this vital work.
- Over the last several years, we have developed a model of shared leadership, where the Principal and the Instructional Facilitator collaborate with teachers, staff, parents, and community members.
- All parties work to ensure that all of our efforts support the development of physically and emotionally healthy young scholars who achieve at academically advanced levels.



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
- Monthly SSC and ELAC meetings to monitor implementation of current plan, student achievement, and prepare future plans;					4/22/2012	172SQI5A3856	- Monthly SSC and ELAC meetings to monitor implementation of current plan, student achievement, and prepare future plans;	N/A			0	\$0.00
- Twice weekly meetings with Instructional Facilitator to monitor and modify instructional program to accelerate student academic achievement, especially focused on the transition to implementation of the Common Core Standards;					4/22/2012	172SQI5A3857	- Twice weekly meetings with Instructional Facilitator to monitor and modify instructional program to accelerate student academic achievement, especially focused on the transition to implementation of the Common Core Standards;	N/A			0	\$0.00
- Meeting every two weeks with Instructional Leadership Team to monitor and adjust instructional professional development plans;					4/22/2012	172SQI5A3858	- Meeting every two weeks with Instructional Leadership Team to monitor and adjust instructional professional development plans;	N/A			0	\$0.00
- Weekly PLC / Data Team meetings with each grade level team to monitor and modify instructional focus;					4/22/2012	172SQI5A3859	- Weekly PLC / Data Team meetings with each grade level team to monitor and modify instructional focus;	N/A			0	\$0.00
- Twice per Trimester (Language Arts / Mathematics) Grade Level Academic Accountability Conferences (GLAAC) with each grade-level team to review benchmark assessment data and monitor and modify instructional plan;					4/22/2012	172SQI5A3860	- Twice per Trimester (Language Arts / Mathematics) Grade Level Academic Accountability Conferences (GLAAC) with each grade-level team to review benchmark assessment data and monitor and modify instructional plan;	N/A			0	\$0.00
- Two weeks per year of minimum days to allow for formative assessment data collection (e.g Core Phonics Survey, Running Records) to be used for school-wide Leveled RT Instruction;					4/22/2012	172SQI5A3861	- Two weeks per year of minimum days to allow for formative assessment data collection (e.g Core Phonics Survey, Running Records) to be used for school-wide Leveled RT Instruction;	N/A			0	\$0.00
Weekly meetings with Community Relations Assistant to monitor and modify community outreach, school culture, attendance, and family / community engagement strategies;					3/25/2013	172SQI5A3862	weekly meetings with Community Relations Assistant to monitor and modify community outreach, school culture, attendance, and family / community engagement strategies;	N/A			0	\$0.00
- Every two weeks Student Progress Reports sent to parents;					3/25/2013	172SQI5A3863	- Every two weeks Student Progress Reports sent to parents;	N/A			0	\$0.00
- Three Academic							- Three Academic					



Exposition Events per year with families / community members to share current student academic investigations and presentations;					4/22/2012	172SQI5A3864	Exposition Events per year with families / community members to share current student academic investigations and presentations;	N/A			0	\$0.00
- Three Parent / Student / Teacher Report Card Conferences (Goal=100% Parent attendance) to review student academic progress and set student academic goals;					4/22/2012	172SQI5A3865	- Three Parent / Student / Teacher Report Card Conferences (Goal=100% Parent attendance) to review student academic progress and set student academic goals;	N/A			0	\$0.00
- Weekly meetings with COST Team to monitor and adjust intervention / mental health / family health programs;					4/22/2012	172SQI5A3866	- Weekly meetings with COST Team to monitor and adjust intervention / mental health / family health programs;	N/A			0	\$0.00
- Monthly SART meetings led by Community Relations Assistant and Attendance Clerk to prevent and interrupt chronic absenteeism;					4/22/2012	172SQI5A3867	- Monthly SART meetings led by Community Relations Assistant and Attendance Clerk to prevent and interrupt chronic absenteeism;	N/A			0	\$0.00
- Weekly meeting with Attendance Clerk to review current attendance data and trends;					4/22/2012	172SQI5A3868	- Weekly meeting with Attendance Clerk to review current attendance data and trends;	N/A			0	\$0.00
- Daily meetings with Administrative Assistant to monitor and adjust operational plans;					4/22/2012	172SQI5A3869	- Daily meetings with Administrative Assistant to monitor and adjust operational plans;	N/A			0	\$0.00
- Monthly meeting with the Climate and Culture Leadership Team to monitor and adjust Caring Schools Community plans;					4/22/2012	172SQI5A3870	- Monthly meeting with the Climate and Culture Leadership Team to monitor and adjust Caring Schools Community plans;	N/A			0	\$0.00

State & Federal Preliminary and Final Budget

Programs Included in this Plan

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

State Program	Projected Budget	Final Budget
 Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program ...EIA-SCE RESOURCE #7090	\$68,343.09	
 Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	\$77,690.01	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	\$146,033.10	

Federal Program	Projected Budget	Final Budget
 Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas ...TITLE I Resource #3010	\$89,834.96	
 Title I, Part A: Parent Engagement Activities Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency ...TITLE I Resource #3010	\$2,133.58	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	\$91,968.54	

Appendices

- Engagement Timeline
- FSCS Assets & Needs Scan
- Parent Involvement Policy
- School-Parent Compact
- SSC Membership Roster

Type into the gray boxes, then print and sign.

**ASSURANCES
2013-2014**

School Site: Fred T. Korematsu Discovery Academy
Site Number: 172

The following state and federal categorical funding source(s) will be a part of the School-Based Coordinated Program at the school:

- Title I School-Wide Program
- Title I Targeted Assistance Program
- EIA/State Compensatory Education
- EIA/Limited English Proficient
- QEIA
- SIG

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2013-2014 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on 10/17/12, 11/14/12, 12/19/12, 1/9/13, 2/20/13, 4/3/13, 5/1/13
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 5/1/13 (other SSC Meetings: 9/12/12, 10/10/12, 10/19/12, 11/14/12, 12/12/12, 1/9/13, 2/4/13, 2/20/13)
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:




 SSC Chairperson's Signature

Olivia Montes de Oca
 SSC Chairperson's Name (printed)

5-1-13

 Date

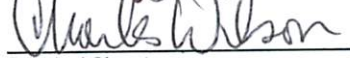


 ELAC Chairperson's Signature

Ana Ramiro Torres
 ELAC Chairperson's Name (printed)

5/1/13

 Date



 Principal Signature

Charles Wilson
 Principal's Name (printed)

5/1/13

 Date



 Executive Officer's Signature

Kimi Kean
 Executive Officer's Name (printed)

5/15/13

 Date



 Director, State & Federal Compliance Signature

Susana Ramirez
 Director, State & Federal's Name (printed)

6/5/13

 Date

School Site Council Membership Roster – Elementary School

School Name: Korematsu Academy

School Year 2012-2013

Chairperson: Olivia Montes de Oca	Vice Chairperson: Vanessa Cardenas
Secretary: Kerry-Ann Mitchell	<u>DAC Representative:</u> <u>Noel Dominguez</u>

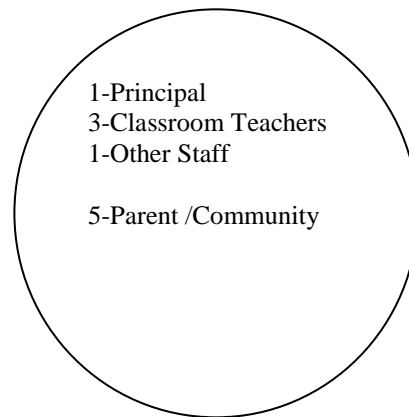
Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Olivia Montes de Oca	9222 F Street – Oakland, CA 94603				X
Vanessa Cardenas	9500 Sunnyside St. #3-Oakland, CA 94603				X
Kerry-Ann Mitchell	10315 E Street – Oakland, CA 94603				X
Noel Dominguez	10600 Royal Ann Street-Oakland, CA 94603				X
Juana Dominguez					X
Dorota Hrynyszak	10315 E Street – Oakland, CA 94603		X		
Leslie Hanna	10315 E Street – Oakland, CA 94603		X		
Martha Rosas	10315 E Street – Oakland, CA 94603		X		
Angie Gonzales	10315 E Street – Oakland, CA 94603			X	
Charles Wilson	10315 E Street – Oakland, CA 94603	X			
DAC Representative	Noel Dominguez				X
Home Ph. 510/483-1422	Email: N/A				

Meeting Schedule	(Year 2012) 9/12, 10/10, 10/19, 11/14, 12/12, (Year 2013) 1/9, 2/6, 2/20, 5/1
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SSC Legal Requirements:

- (1) Members **MUST** be selected/elected by peer groups;
- (2) There must be an equal number of school staff and parent/community members;
- (3) Majority of school staff membership must be classroom teachers;
- (4) Parent/community members cannot be employees at the site.



KDA Title I School Parental Involvement Policy 2013 - 2014

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Fred T. Korematsu Academy agrees to implement the following statutory requirements:

Will convene an annual Title I meeting to perform the following:

1. Inform parents of their schools participation in the Title I Program.
2. Explain the requirements of the Title 1 Program.
3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
4. The parents' right to participate in the development of the District's Title 1 Plan.

The Fred T. Korematsu Discovery Academy will convene an annual Title I meeting to inform parents of the following:

- That the school participates in the Title 1 Program
- How the school implements the Title I Program
- The requirements of the Title 1 Program
- The parents' right to be involved The above requirement will be achieved through use of the following:

Offer a flexible number of meetings for parents.

- Implementation of the Home School Compact
- Implementation of the Annual Title One Meeting
- Implementation of the Back to School Night / Open House
- Trimester Student-Parent-Teacher Progress and Academic Goal Setting Conferences
- Education Programs for Parents organized through the KDA Parent Resource Center (PRC)
- English Language Advisory Committee Meetings
- School Site Council Meetings
- The parents rights to participate in the development of the District's Title 1 Plan

Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.

- Implementation of the Home School Compact
- Implementation of the Annual Title One Meeting
- Implementation of the Back to School Night / Open House
- Trimester Student-Parent-Teacher Progress and Academic Goal Setting Conferences
- Education Programs for Parents organized through the KDA Parent Resource Center (PRC)
- English Language Advisory Committee Meetings
- School Site Council Meetings

Provides parents of Title I students with timely information about Title I programs.

- Implementation of the Home School Compact
- Implementation of the Annual Title One Meeting
- Implementation of the Back to School Night / Open House
- Trimester Student-Parent-Teacher Progress and Academic Goal Setting Conferences
- Education Programs for Parents organized through the KDA Parent Resource Center (PRC)
- English Language Advisory Committee Meetings
- School Site Council Meetings

Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.

Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding the following topics:

- a. The State of California's academic content standards
- b. The State of California's student academic achievement standards
- c. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
- d. Academic proficiency levels students are expected to achieve
- e. The requirements of the Title 1 Program
- f. How to monitor their child's progress

The above requirement will be achieved through use of the following:

- Implementation of the Home School Compact
- Implementation of the Annual Title One Meeting
- Implementation of the Back to School Night / Open House
- Trimester Student-Parent-Teacher Progress and Academic Goal Setting Conferences
- Education Programs for Parents organized through the KDA Parent Resource Center (PRC)
- English Language Advisory Committee Meetings
- School Site Council Meetings

Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

- Implementation of the Home School Compact
- Implementation of the Annual Title One Meeting
- Implementation of the Back to School Night / Open House
- Trimester Student-Parent-Teacher Progress and Academic Goal Setting Conferences
- Education Programs for Parents organized through the KDA Parent Resource Center (PRC)
- English Language Advisory Committee Meetings
- School Site Council Meetings

School-Parent Compact

Fred T. Korematsu Academy has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

Building Parent Capacity for Involvement

Fred T. Korematsu Academy engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - 1) The State of California's academic content standards
 - 2) The State of California's student academic achievement standards
 - 3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 - 4) Academic proficiency levels students are expected to achieve
 - 5) How to monitor their child's progress

The above requirement will be achieved through use of the following:

- Implementation of the Home School Compact
- Implementation of the Annual Title One Meeting
- Implementation of the Back to School Night / Open House
- Trimester Student-Parent-Teacher Progress and Academic Goal Setting Conferences
- Education Programs for Parents organized through the KDA Parent Resource Center (PRC)
- English Language Advisory Committee Meetings
- School Site Council Meetings

Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. PLAN trainings are held monthly to encourage parents to support their children in classrooms as room parents to read, listen and engage students in buddy classes.

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. Parents are encouraged to attend all PLAN trainings and volunteer as often as possible at our school.
- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. The KDA Community Relations Assistant is responsible for developing and maintaining a rich dialogue between parents and school personnel. The Community Relations Assistant will coordinate the following:
 1. Weekly COST meetings
 2. Attend community outreach events
 3. Report Card Conferences and Goal Setting with parents
 4. Trimester content workshop in Language Arts, Math and Science
 5. Coordinate parent meetings including ELAC/SART/SARB and development of SSC Plus and home visits
- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. KDA School newsletters and flyers are sent home regularly in English and Spanish.
- Provides support, during regularly meetings, for parental activities requested by Title I Program parents. ELAC meetings are held monthly to inform parents of events, changes and updates.

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. All correspondence to families are written in English and Spanish and automated phone calls are made to parents and spoken in English and Spanish as well.

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the KDA School Site Council on 5/1/13 and will be in effect for the 2013-14 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The Fred T. Korematsu Academy's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

Charles Wilson (signed copy on file)
(Principal's Signature)

5/1/13
(Date)

Korematsu Discovery Academy Elementary School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

Staff Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

Family/Parent Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.

- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- I agree to give 30 hours of service to the school each year by volunteering, attending meetings, chaperoning on fieldtrips or helping with projects that I can complete at my home.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Student

Teacher

Parent/Guardian