

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

June 27, 2018

Legislative File ID No: 18-1310  
Introduction Date: 6/27/18  
Enactment No.: 18-1114  
Enactment Date: 6/27/18  
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**To:** Board of Education

**From:** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement  
Marcus Battle, Chief Business Officer  
Marla Williams, Officer, State & Federal Compliance

**Re:** 2018 – 2019 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Fred T. Korematsu Discovery Academy.

**Background:**

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, 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 SPSA 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 academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

**Discussion:**

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

**Fiscal Impact:**

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)

**Recommendation:**

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Fred T. Korematsu Discovery Academy.



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

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## **2018-2019 Single Plan for Student Achievement (SPSA)**

**School:** Fred T. Korematsu Discovery Academy  
**CDS Code:** 1612590112813  
**Principal:** Amie Lamontagne  
**Date of this revision:** 5/14/2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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

*The District Governing Board approved this revision of the SPSA on: 6/27/2018*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Aimee Eng, Board President**

**2018-2019 Single Plan for Student Achievement Recommendations and Assurances**

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

- |  |   |   |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program                     | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant |   |
| <input type="checkbox"/> Title I Targeted Assistance Program                       | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         | <input type="checkbox"/> 21st Century                   |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant                        | <input type="checkbox"/> School Improvement Grant (SIG) |

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

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

**Date(s) plan was approved:** May 16, 2018

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

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

**Signatures:**

	<u>5/16/18</u>	<u>5-16-18</u>
Amie Lamontagne, School Principal	Signature	Date
<u>patricia Montoya</u>		<u>5-16-18</u>
Print name of SSC Chairperson	Signature	Date
<u>Sara Stone</u>		<u>5/17/18</u>
Sara Stone, Network Superintendent	Signature	Date
<u>Marla Williams</u>		<u>5-31-18</u>
Marla Williams, Officer, State and Federal Programs	Signature	Date

**2018-19 SPSA ENGAGEMENT TIMELINE****School Site:** Fred T. Korematsu Discovery Academy**Site Number:** 172

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/15/2017	SSC	Reviewed current SPSA goals and available data towards goal.
2/12/2018	Staff	Gathered feedback on the SPSA and possible modifications for next year.
2/16/2018	Parents/Community	Gathered feedback on the SPSA and possible modifications for next year.
3/2/2018	SSC	Voted to approve Title 1 budget expenditures for 2018-2019, aligned to SPSA.
3/15/2018	ILT	Reviewed SPSA and feedback, adjusted SPSA goals and practices.
3/23/2018	SSC	Reviewed SPSA goals and priorities.

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**2018-2019 Final Budget****Programs Included in This Plan**

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

<b>State Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$69,492.00	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$196,764.01	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$25,000.00	TBD
After School Education and Safety Program ... <b>ASES #6010</b>	\$105,518.69	TBD
<b>TOTAL:</b>	<b>\$396,774.70</b>	<b>\$0.00</b>

<b>Federal Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$67,715.13	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$1,911.00	TBD
21st Century Community Learning Centers ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$69,626.13</b>	<b>\$0.00</b>

## 2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

### 1A: ABOUT THE SCHOOL

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

**School ID:** 172

#### School Description

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

#### School Mission and Vision

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

All of our learners:

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

#### Family & Student Engagement

- Talking Points text messaging service
- Class Dojo for communication and sharing daily school events
- Community Schools Manager
- Week of minimum days in the fall and spring for conferences
- Weekly assemblies to recognize students of the week and review school wide expectations
- Literacy Night, Multicultural Potluck, Math Night, Science Night, Black History Month Celebrations, Back To School Night for school wide engagement
- Trimester Assemblies to celebrate academic achievement and growth
- Attendance prizes weekly and monthly for students who have perfect and improving attendance

**1B: 18-19 NEEDS ASSESSMENT**

Area	Strengths	Challenges & Barriers	Root Cause Analysis
<p><b>LANGUAGE &amp; LITERACY</b></p>	<ul style="list-style-type: none"> <li>-Growth on SRI</li> <li>-2 CCTLs to support ELA this year</li> <li>-Technology to support blended learning</li> <li>-Showing SRI growth for many students</li> <li>-K-2 focus on SIPPS instruction</li> <li>-PLC is focused on an inquiry protocol</li> <li>-Teachers self-reflect on implementation of BAL</li> <li>-Departmentalization in 4/5 allows for greater focus on literacy</li> <li>-F&amp;P: Increased percentage of students at or above benchmark by 5%; decreased percentage of students below benchmark by 6.5%</li> </ul>	<ul style="list-style-type: none"> <li>-SRI proficiency is only 26%</li> <li>-Teachers are not familiar with CCSS</li> <li>-Lucy Calkins curriculum is only in it's 3rd full year of implementation</li> <li>-Teachers are not familiar with SRI and what it assesses</li> <li>-High percentage of students needing Tier 2 and 3 reading intervention</li> </ul>	<p>Since Common Core Standards are new for many teachers and SRI/SBAC are newer measures, most teachers are unsure how to align, differentiate, and deliver instruction in order to support student achievement.</p> <p>Inconsistent language instruction Poorly executed early exit bilingual program</p>
<p><b>STANDARDS-BASED INSTRUCTION (INCLUDING CORE CONTENT BEYOND LANGUAGE &amp; LITERACY)</b></p>	<ul style="list-style-type: none"> <li>-SBAC maintained</li> <li>-ST Math</li> <li>-1:1 Technology</li> <li>-Math PLC</li> <li>-100% growth teachers attending Saturday Math</li> <li>-K-1 students doing well in CEOUs</li> </ul>	<ul style="list-style-type: none"> <li>-Range of ability</li> <li>-Reading and understanding word problems</li> <li>-Lack of foundational skills</li> <li>-New curriculum</li> <li>-CCSS changed a lot</li> <li>-No math lead</li> <li>-No math coaching support</li> <li>-Lacking knowledge of SMI</li> <li>-Leaning heavily on Math Expressions</li> <li>-Lack of conceptual understanding</li> <li>-HUGE drop off in proficiency/advanced proficiency from 1st to 2nd in CEOUs</li> </ul>	<p>Students lack a rigorous understanding of grade level concepts because teachers are leaning heavily on Math Expressions, do not have a strong understanding of CCSS, and are not implementing the OUSD Core Curriculum Guide or enough time for ST Math. Challenges include teacher understanding of the standards, we are being too dedicated to the curriculum.</p>
<p><b>CONDITIONS FOR STUDENT &amp; ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT (CULTURE &amp; CLIMATE)</b></p>	<ul style="list-style-type: none"> <li>-Attendance Team strengthened with addition of CSM</li> <li>-Weekly Attendance Tracker updated</li> <li>-Attendance Board letting community know about number of tardies/absences</li> <li>-Attendance awards weekly/monthly</li> <li>-3rd year of PBIS Implementation</li> <li>-Toolbox visible in every room</li> <li>-Parents receiving calls/texts daily about student attendance</li> <li>-Lower rate of incidents in upper grades (from last year)</li> <li>-Decrease in incidents over time</li> <li>-Tier 1 is really strong, schoolwide</li> </ul>	<ul style="list-style-type: none"> <li>-Chronic absenteeism is growing</li> <li>-Tier 1 implementation is below 80%</li> <li>-High number of students identified as needing Tier 2 or 3 support on SRSS</li> <li>-High number of recess referrals</li> <li>-Students out of uniform</li> <li>-Low parent turnout to school wide events and meetings</li> </ul>	<p>Lack of collaboration between school and home, few school incentives for attendance and an inconsistent implementation of PBIS/SEL/RJ practices have led to a high rate of chronic absenteeism.</p>
<p><b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (SELLS NEEDS ASSESSMENT)</b></p>	<ul style="list-style-type: none"> <li>-Students who reclassify are outperforming all other students on SBAC</li> <li>-4 teachers are GLAD trained and are implementing GLAD strategies</li> </ul>	<ul style="list-style-type: none"> <li>-Reclassification rates dropped in 2016-2017</li> <li>-Students are struggling most with the reading and writing portion of CELDT</li> <li>-Integrated ELD is not implemented consistently school-wide</li> </ul>	<p><i>Enter SELLS Needs Assessment root cause analysis when available.</i></p>

**2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)**

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

**School ID:** 172

**2: SCHOOL PRIORITIES, GOALS & PRACTICES**

<b>LANGUAGE &amp; LITERACY</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Evidence Based Writing and Academic Discussions	100% of students are able to use evidence from the text to demonstrate understanding and support their ideas about the text through oral or written tasks as measured by the SOLOM and SWLOM.			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	SBAC ELA	All Students	-92.7	-85.2	-77.7
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	<ul style="list-style-type: none"> <li>-SRI</li> <li>-F&amp;P</li> <li>-Science Notebooks</li> <li>-Writing Notebooks</li> <li>-Opportunities for academic discussion in lessons</li> <li>-NewsELA, RAZkids quizzes</li> </ul>				
<b>Theory of Action for Language &amp; Literacy Priority:</b>	If teachers plan Academic Discussions based on complex texts and provide rich vocabulary instruction, then students will be able to use evidence from the text to support their ideas through oral or written tasks.				
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP ACTIONS</b>		<b>EVIDENCE OF IMPLEMENTATION</b>	
1-1	Teachers plan Academic Discussions based on grade level complex texts in order to support students in meeting academic proficiency or advanced level of proficiency.	Principal and ILT will plan a PLC cycle focused on academic discussions.		<i>Classroom observations will show use of academic discussions related to complex text</i>	
1-2	Teachers provide rich vocabulary instruction through integrated ELD (GLAD).	Provide opportunity for GLAD training. Leadership team will plan a cycle focused on implementing GLAD strategies.		<ul style="list-style-type: none"> <li>-SRI growth</li> <li>-Observational data</li> </ul>	
1-3	Teachers will implement adopted Blended Learning Models: NewsEla, RAZkids, Accelerated Reader.	Principal will provide RazKids leveled reading software to all K-2 students and Accelerated Reader/LightSail for grades 3-5. ILT will adopt a schoolwide B.L model to identify with in order to norm the use of technology in the classrooms.		<ul style="list-style-type: none"> <li>-Daily schedules will include time for online literacy practice</li> <li>-SRI growth</li> </ul>	



1-4	Teachers will teach context clues strategies/word attack strategies.	CCTLs/ILT will provide training/PD on teaching word attack strategies. School-wide Common Language will be determined for Word Attack strategies.	-F&P growth -Fluency improvement
1-5	Teachers will expose students to grade level complex text at least 3x per week.	Leadership team will support teachers with access to complex text and training on Close Reading strategies.	-SRI growth -Lesson plans
1-6	Teachers will provide students will supports for writing evidence based responses in their Science Notebooks.	Leadership team will plan professional learning to support teachers with planning writing activities that used evidence based responses.	-Sentence frames -Cooperative Strip Paragraphs -Science Notebooks
1-7	Teachers will consult with RSP and Speech therapist to create in-class supports for students to engage in academic discussions.	Principal and COST will review referrals to identify students needing assessment or targeted support.	-SRI growth for students with IEPs -Students with IEPs meeting academic goals
1-8	Teachers will work with Resource teachers, and all other appropriate specialists in order to fully understand and accommodate/differentiate instruction and access for all students with disabilities.	Principal and Leadership team will provide time within work hours for teachers to understand the needs and IEPs of all students with disabilities in their classrooms.	- appropriate IEP and 504 accomodations in all learning spaces, SRI growth, students with IEPs are meeting academic goals
1-9	Teachers will ensure that all instructional practices and activities are inclusive of low-income students, and actively support economically disadvantaged students to have full access to school's curriculum and field trips	Leadership team will plan professional learning to support teachers in ensuring that all curricular activities and units are fully accessible to economically disadvantaged students and families	- Lesson plans, including field trip plans

STANDARDS-BASED INSTRUCTION	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Mathematics	Increase percentage of students performing at or above standard on SBAC Claim 1 (Concepts and Procedures) by 10% annually.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC Math	All Students	-75.2	-65.2	-55.2
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	-SBAC IABs -K-2 CEOUs -3 Reads -Performance Task practice				

<b>Theory of Action for Standards-Based Instruction Priority:</b>		If teachers implement the Big Ideas from the Core Curriculum, ensure that every lesson is planned using standards based curricula and is rigorous as defined by the cognitive demand of the task (DOK), and engage students in daily conceptual practice (number talks or 3 reads), then students' conceptual understanding will improve and fewer students will preform below standard on Claim 1 (concepts and procedures).	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
2-1	Teachers will set student goals based on Big Ideas in CCSS.	Principal/ILT will provide PD time to create Common Language for Big Ideas. PLCs will conduct cycles of inquiry based on Big Ideas.	-Data walls in classrooms
2-2	Teachers will link the Core Curriculum Guide to Math Expressions.	PD time will be provided for teachers to learn how to align Math Expressions with Core Curriculum Guide. PLCs will backwards plan each unit to align Math Expressions with Core Curriculum.	-Unit plans in Google Drive
2-3	Teachers will engage the students in either number talks or 3-reads on a daily basis.	Principal/ILT will provide PD on number talks and 3 reads. Number Talks books and Common Language created for 3-reads strategy.	-Observations -Google Doc with common language
2-4	Teachers have a concrete understanding of what the students are expected to learn at that grade level.	Principal and ILT to provide PD on standards. Inquiry Protocol tool will have a space for identified standards to be taught.	-Standards posted
2-5	Teachers will use ST Math 30 minutes daily to support students' conceptual understanding.	Principal to provide PD on using ST Math. Weekly 10-minute ST math data protocol will be implemented at the beginning of each PD.	-ST math data
2-6	Teach math for 60-75 minutes daily.	Ensure math is included daily in every classroom's schedule, and drop in regularly during scheduled times to gather evidence of student learning in mathematics. Grade level teams create aligned schedules. Look at master schedule to make sure students don't miss math instruction due to interventions or other pull-out programs.	-Classroom schedules -Observations
2-7	Teachers will provide GATE students with extended learning time on ST Math.	Principal and ILT will support teachers in planning extension activites for GATE students.	-Increased engagement of GATE students

	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>
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<b>CONDITIONS FOR STUDENT &amp; ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT</b>	Chronic Absence	Working in partnership, the teachers, staff, families and students of KDA will build a more engaging, welcoming, and equity-focused community which will work to support the success of all students. 100% of classrooms will implement PBIS, Toolbox, and Restorative Practices, so as to lower our chronic absenteeism rate to below 10% by June 2021.			
	<b>Performance Indicator:</b>	<b>Student Group (if relevant):</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	Chronic Absence	All Students	14.10%	14.05%	14.00%
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	<ul style="list-style-type: none"> <li>-URF data</li> <li>-Buddy Room Data</li> <li>-Class Dojo Points</li> <li>-Parent attendance at school events</li> </ul>				
<b>Theory of Action for Conditions for Student &amp; Adult Learning Priority:</b>	If we encourage daily attendance and strengthen climate and culture through PBIS, SEL, Restorative Justice, and collaboration between families and the school, then students will be more likely to attend school regularly and chronic absenteeism will be reduced.				
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP ACTIONS</b>		<b>EVIDENCE OF IMPLEMENTATION</b>	
3-1	Teachers will make family contact when students are out for more than 2 days and find ways to support students while out.	Principal will use CIG cycles to guide attendance team in implementing and monitoring impact of focus strategies. Attendance team will meet monthly to review data and check on progress. Attendance clerk and community assistant will meet with parents to develop attendance support plans for all chronically absent students from last and September of this year. Attendance team will identify focal families to specifically work with in regards to chronic attendance.		<ul style="list-style-type: none"> <li>-Decrease in chronic absenteeism</li> <li>-Increase in student attendance</li> </ul>	
3-2	Teachers will create class incentives for attendance.	Principal and Attendance Team will create school-wide attendance goals and incentives. Classrooms with the highest attendance rate will earn popcorn parties. Attendance will be acknowledged at monthly attendance assemblies. Parents will be rewarded for improving attendance with raffles and prizes.		<ul style="list-style-type: none"> <li>-Decrease in chronic absenteeism</li> <li>-Increase in student attendance</li> </ul>	
3-3	Teachers will create a family communication board for parents to read with a space for notes to the teacher.	Principal and CSM will work in collaboration with the Alameda County Food Bank to provide families with bi-weekly access to perishable and non-perishable food.		<ul style="list-style-type: none"> <li>-Decrease in chronic absenteeism</li> <li>-Increase in student attendance</li> <li>-Increase in family engagement</li> </ul>	

3-4	Teachers will implement PBIS/Toolbox and Restorative Justice practices in classrooms with support from Community Schools Manager.	Staff will engage in SEL professional development in collaboration with Behavioral Health and CSM. Use of the Universal Referral Form will support the tracking of data to ensure that unequal patterns of discipline are identified and addressed.	-Increase in students reporting feeling safe and happy at school on CHKS -Increase in parent engagement at schoolwide events
3-5	Teachers will re-teach behavior at the beginning of the year and throughout the year as needed. Teachers will refer students to COST when students need more comprehensive behavior plans	COST team will meet twice a month with principal to discuss needs of individual students and plan Tier 2 or 3 interventions.	-Decrease in URFs -Increase in student engagement through attendance
3-6	Teachers and support staff will positively reinforce behavior with PBIS strategies.	CSM will lead bi-weekly PBIS Team meetings to address school wide areas of focus. KDA K-2 and 3-5 reflection sheet will help students to reflect on their actions.	-TFI Walkthrough data
3-7	Teachers will use ToolBox to teach students SEL skills and competencies inside and outside of the classroom. Students will attend at least 1 fieldtrip that will allow them to practice social skills outdoors.	Classified Staff will be trained in PBIS and ToolBox. CSM will support PBIS implementation through leading PBIS team meetings and managing Tier 1 structures.	-Toolbox tools being used by students outside of the classroom -Students reporting feeling good about school on CHKS
3-8	5th grade teachers will provide regular communication with families regarding transition to MS and support for SEL needs of upper grade students	Principal will meet with 5th grade team over the summer and twice a month to monitor implementation of SEL fifth grade plan. CSM will work with 5th grade team to develop a year long plan for SEL support for transitioning students. COST/CSM will make connections with Homeless families to support transition. COST/CSM will make connections with Foster youth to support in this transition.	-Decrease in referrals for 5th graders -Students report feeling connected to school on CHKS
3-9	Teachers will engage parents in at least one parent-teacher conference.	PD time will be dedicated to norming around student portfolio preparation and comments. KDA school-wide norms will be created to support teachers in building student portfolios.	-100% of parents attending at 1 of 3 parent conferences -Increase in parent attendance at schoolwide events
3-10	Teachers will prepare students to enter Kindergarten by providing a Kindergarten orientation.	Principal will host Kindergarten orientation Open house and orientation for incoming TK/K students in the Spring.	-Increase in percentage of K students will satisfactory attendance

3-11	Teachers will engage in Implicit Bias work and an SEL Cycle to support their ability to provide an equitable education for all students.	Principal and CSM will work in collaboration with Behavioral Health to create professional development to support teachers. Principal will hire AAMA teacher to support African American Male students and collaborate with CSM to support Latino students.	-Decrease in URFs -Increase in achievement of African American students -Increase in achievement of Latino students
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<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	EL Reclassification	Increase reclassification rates by 10% each year so that 30% of our English Language Learners will be reclassified as measured by Fountas & Pinnell reading level, SRI, and ELPAC scores by 2021.			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	English Learner Reclassification	All Students	9.00%	12.00%	15.00%

<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	-SRI -F&P -CORE Multiple Measures -SOLOM and SWLOM
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<b>Theory of Action for English Language Learners Priority:</b>	If we implement Systematic ELD and integrated ELD practices into daily content lessons such as science, social studies and math, and ensure BAL is implemented, then students will improve their vocabulary and 10% of students will reclassify annually.
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#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
4-1	Teachers will utilize daily Content Language Objectives (CLOs), posted in student-friendly language and reviewed with students.	Principal and ILT give feedback on CLOs during walkthroughs. Provide PD sessions focused on CLO development with feedback given on CLOs written during PLCs. Provide coverage for teachers to observe high-skill teachers utilizing and referencing CLOs.	-Students able to articulate what they are learning in observations
4-2	Tasks will be clearly aligned to grade level CCSS, NGSS, and ELD standards.	Principal and ITL will build off of previous work by studying standards paired with ELD standards (ELLMA). PD sessions supporting integration of ELD standards.	-Unit and lesson plans -CLOs posted -Observational data
4-3	Teacher will check for understanding throughout the lesson to gather evidence of learning while it is developing.	PLC time will support teachers in using multiple data sources to refine practice. Site will use multiple data sets on an ongoing basis to place and effectively monitor progress as well as to inform program design.	-Observational Data -SOLOM

4-4	Teachers will use strategies to make grade-level content comprehensible to students across all language proficiency levels (gestures, TPR, pre-annotated text, visuals, realia, Thinking Maps, etc.)	Support teachers through training and usage of GLAD strategies. Teachers attend summer GLAD training.	-Lesson plans -Observational data
4-5	Teachers will actively support and expect students to develop and use language to explain ideas, express understanding and negotiate meaning.	Principal and ITL will engage staff in vertical standards alignment and cycles of inquiry around cooperative language structures. Site will have a word bank of Common Language for Big Ideas related to key standards.	-Lesson plans -Observational data
4-6	Teachers will make grade-level and complex material comprehensible by amplifying, not simplifying.	Principal and ITL assist teachers with different strategies for accessing grade-level text (e.g. sentence unpacking, text deconstruction, collaborative summarizing, etc.) through observation and coaching. Provide provide PD for integrated ELD.	-Academic discourse observed in classrooms -SRI scores raised by exposure to complex text -SOLOM -SWLOM
4-7	Teachers will implement Systematic ELD for 30 minutes each day, to support newcomers as well as all ELs in classrooms	Provide PD and scheduling support for Systematic ELD. Site will have clear structures, expectations, and support for daily Designated ELD.	-SOLOM -SWLOM -Observational data -Classroom schedules

**PROPOSED 2018-19 SCHOOL SITE BUDGET**

**Site Number:** 172

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

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$105,518.69	After School Education & Safety (ASES)	Contract with afterschool provider	Chronic Absence	A1.6 After School Programs	5825				172-1
\$24,021.77	General Purpose Discretionary	Supplies	Evidence Based Writing and Academic Discussions	A2.3 Standards-Aligned Learning Materials	4310				172-2
\$37,958.27	General Purpose Discretionary	ITL/TSA	Evidence Based Writing and Academic Discussions	A3.4 Teacher Professional Development focused on Literacy	4399				172-3
\$1,500.00	General Purpose Discretionary	Copier	Mathematics	A2.1 Implementation of the CCSS & NGSS	5610				172-4
\$6,011.96	General Purpose Discretionary	Recess Coach to support safe recess	Chronic Absence	A5.1 School Culture & Climate (Safe & Supportive Schools)	2205	SCHOOL ENRICHMENT RECESS COACH	SCENRC0002	0.13	172-5
\$25,000.00	LCFF Concentration	ITL/TSA	EL Reclassification	A4.1 English Learner Reclassification	4399				172-6
\$28,956.60	LCFF Supplemental	STIP to provide LLI (Literacy Intervention) and sub relief time for teachers	EL Reclassification	A3.2 Reading Intervention	1105	TEACHER STIP	TCSTIP0362	0.55	172-7
\$126,273.68	LCFF Supplemental	Community School Manager	Chronic Absence	A5.1 School Culture & Climate (Safe & Supportive Schools)	2305	PROGRAMMA NAGERCOMMUNITYSCHOOLS	PMCMSC0011	1.00	172-8
\$41,533.73	LCFF Supplemental	ITL/TSA	EL Reclassification	A3.2 Reading Intervention	4399				172-9
\$23,691.77	Title I: Basic	STIP to provide math intervention via ST Math	Mathematics	A2.9 Targeted School Improvement Support	1105	TEACHER STIP	TCSTIP0362	0.45	172-10
\$7,414.43	Title I: Basic	Springboard extra comp time	EL Reclassification	A1.6 After School Programs	1122				172-11

\$13,993.58	Title I: Basic	Extra Comp Time: Teacher training and planning (GLAD, writing, etc.)	Evidence Based Writing and Academic Discussions	A2.5 Teacher Professional Development for CCSS & NGSS	1122				172-12
\$391.56	Title I: Basic	Surplus	Evidence Based Writing and Academic Discussions	A2.3 Standards-Aligned Learning Materials	4399				172-13
\$8,000.00	Title I: Basic	Counselor-Lincoln Child Center contract	Chronic Absence	A5.4 Root Causes of Chronic Absence	5825				172-14
\$8,250.00	Title I: Basic	Springboard Licenses	EL Reclassification	A1.6 After School Programs	5846				172-15
\$15,000.00	Title I: Basic	Tech Licenses	EL Reclassification	A3.1 Blended Learning	5846				172-16
\$1,887.39	Title I: Parent Participation	Supplies	EL Reclassification	A6.5 Academic Parent-Teacher Communication & Workshops	4310				172-17





## **Title I School Parental Involvement Policy 2017-18**

(Blue fonts indicate an area that needs to be completed)

**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**

Korematsu Discovery Academy agrees to implement the following statutory requirements:  
(Name of school)

- 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.  
(In the box below, briefly describe or bullet how this happens at your school.)

-Title 1 meeting  
-SSC

- Offer a flexible number of meetings for parents.  
(In the box below, briefly describe or bullet how this happens at your school.)

-SSC  
-Coffee with the Principal  
-Parent Workshops

- 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.  
(In the box below, briefly describe or bullet how this happens at your school.)

-SSC (monthly)  
-SELLS (5x per year)



- Provides parents of Title I students with timely information about Title I programs.  
(In the box below, briefly describe or bullet how this happens at your school.)

-SSC  
-Title 1 Meeting  
-Back To School Night  
-Newsletters, Class Dojo

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.  
(In the box below, briefly describe or bullet how this happens at your school.)

-Parent Conferences  
-Back to School Night

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.  
(In the box below, briefly describe or bullet how this happens at your school.)

-SELLS  
-SSC

### School-Parent Compact

(Name of school) Korematsu Discovery 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. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.



## Building Parent Capacity for Involvement

(Name of school) Korematsu Discovery 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  
(In the box below, briefly describe or bullet how this happens at your school.)

-Parent Conferences  
-Report Cards  
-Workshops

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.  
(In the box below, briefly describe or bullet how this happens at your school.)

-Workshops  
-Springboard

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.  
(In the box below, briefly describe or bullet how this happens at your school.)

-PD  
-Parent Conferences



- 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.  
(In the box below, briefly describe or bullet how this happens at your schools.)

-Literacy, Math, Science Nights

- 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.  
(In the box below, briefly describe or bullet how this happens at your school.)

-Bulletins  
-Newsletters  
-Text Messages  
-Class Dojo

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.  
(In the box below, briefly describe or bullet how this happens at your school.)

-Workshops  
-Parents conferences

### 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.  
(In the box below, briefly describe or bullet how this happens at your school.)

-Translation  
-Spanish/English documents

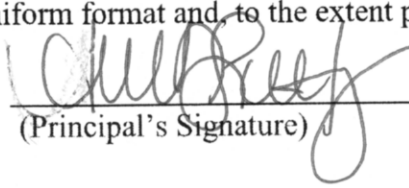


## Adoption

- 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 (Name of School) Korematsu Discovery Academy School Site Council on (Date) 11/17/17 and will be in effect for the 2017-18 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 (Name of school) Korematsu Discovery 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.

  
\_\_\_\_\_  
(Principal's Signature)

11/17/17  
\_\_\_\_\_  
(Date)

Korematsu Discovery Academy **Elementary School Compact**  
School Name

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.

**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.

\_\_\_\_\_  
Student signature

**Parent/Guardian or Family Member 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.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

\_\_\_\_\_  
Parent/Guardian or Family member signature



**2017-2018**  
**School Site Council Membership Roster – Elementary**

School Name: \_\_\_\_\_

<b>Chairperson :</b>
<b>Vice Chairperson:</b>
<b>Secretary:</b>

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member

Meeting Schedule (day/month/time)	
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**SSC Legal Requirements: (Ed. Code 52852)**

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

1-Principal  
3-Classroom Teachers  
1-Other Staff

**AND**

5-Parent /Community