

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 22, 2016

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Ruth Alahydoian, Chief Financial Officer
Marcus Silvi, Officer, Office of Accountability Partners

Re: 2016 – 2017 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Fred Korematsu Elementary School.

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 2016-2017 Single Plan for Student Achievement (SPSA) for Fred Korematsu Elementary School.



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

2016-2017 Single Plan for Student Achievement (SPSA)

School: Fred T. Korematsu Discovery Academy
CDS Code: 1612590112813
Principal: Rosemary McAtee
Date of this revision: 5/11/2016

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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

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

Contact: Rosemary McAtee
Address: 10315 E Street
Oakland, CA 94603

Position: Principal
Telephone: 510-639-3377
rosemary.mcatee@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/22/2016

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President

15-16 Single Plan for Student Achievement Recomm

School Site Name/Site Number: #172 FRED T. KOREMATSU DISCOVERY ACADEMY

- Title 1 School Wide Program
- 21st Century
- Title 1 Targeted Assistance Program
- After School Education & Safety Program (ASES)
- Local Control Funding Formula (LCFF) Base Grant
- LCFF Supplemental Grant
- LCFF Concentration Grant

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, 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 this school's Single Plan for Student Achievement (per Education Code 64001) for public input and adopted by the School Site Council at a public meeting (s) on: _____
6. The public was alerted about the meeting through one of the following:
 - Fliers in students' home languages (date) 5/13/16
 - Announcement at the public meeting (date) 5/13/16
 - Other (Notices and Media Announcements) (date) 5/13/16

Signatures:

Rosemary McAttee [Signature] 5/26/16
 Print name of School Principal Signature Date

Lourdes Robledo [Signature] 5/26/16
 Print name of SSC Chairperson Signature Date

Sondra Aguilera [Signature] 5/26/16
 Print name of Network Superintendent Signature Date

Ruth Alahydoian [Signature] 5-26-16
 Print name of Director, State & Federal Compliance Signature Date

SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

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

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
4/5/2016	ILT	Shared rationale and overview of site plan. Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
4/6/2016	SSC	Shared rationale and overview of site plan. Conducted session to flesh out teacher, leadership, and organization practices aligned to school goals.
5/13/2016	SSC	Approved final SPSA
5/14/2016	Coffee with Principal	Shared approved SPSA with community.

2016-2017 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$70,695.50	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$222,483.55	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$25,000.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$96,879.17	TBD
TOTAL:	\$415,058.22	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$82,846.67	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$2,123.69	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$84,970.36	\$0.00

ABOUT THIS SCHOOL

School Description

KDA is a TK - 5th grade small school. Our students are 76% Latino, 14% African American, and 10% other. There are 10 languages represented in our parent, student, and staff communities. KDA has the unique experience of serving families that have attended the campus for several generations. At Korematsu Discovery Academy all students will receive music, PE, and technology instruction; technology is at the forefront of our instruction, therefore, all students will receive either a tablet or chromebook.

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.

MAJOR IMPROVEMENT PRIORITIES

Major Improvement Priority #1:	ELA
Major Improvement Priority #2:	English Language Learners
Major Improvement Priority #3:	Provide a Socially Emotionally Safe & Enriched Learning Environment for All Students

MAJOR IMPROVEMENT PRIORITY #1: ELA

PERFORMANCE STRENGTHS & CHALLENGES for Priority #1

Student Performance Strengths	Student Performance Challenges
Academic status in SRI - 23.9%	SRI - SRI data shows that students continue to struggle with comprehension strategies and tier 2 vocabulary.

Academic status in SBAC ELA - 16.8%	SBAC - 72% of our english learners are struggling in all academic measures. English learners in general are struggling with vocabulary development and reiteration of their thinking.
Current EL Reclassification Status - 16%	Reading comprehension is not allowing our students do meet the demands of SRI.

ROOT CAUSE ANALYSIS for Priority #1

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

KDA continues to work on providing differentiation in all content areas. We focus on providing students with a blended learning model that allows for specific instruction through ST math, NewsEla, Razkids, and Accelerated Reader. Teachers are continuing to learn common core best practices including reader's and writer's workshop and math differentiation strategies. Although English Learners are reclassifying at a healthy rate, students still identified as English Learners are the lowest achieving students. Korematsu will begin to focusing on tailoring our instruction for EL's.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

For the past three years KDA has been facing teacher turnover. In addition, the staff was given new curriculum that they weren't use to. The level of expertise that a teacher has to have to teach CCSS, readers/writers workshop, and guided reading, varies throughout the school. The lack of knowledge on how to backwards plan and develop units that address the language needs of our students is something that KDA continues to grapple with. Teachers need to continue planning instruction to meet the needs of the diverse English Learners in their classrooms, including content language objectives, integrated and/or designated ELD.

STUDENT PERFORMANCE GOAL(S) for Priority #1

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	100 % of students will increase reading levels each trimester measured by SRI.	SRI	All Students	50%	50%	70%	3: Students are reading at or above grade level.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal

Academic	Students who are far below grade level will increase their F & P reading level 3 or more levels per trimester. Students who are approaching or at grade level will increase their F & P reading level by 2 or more reading levels per trimester. Student in 2nd - 5th will increase the at or above grade level band by 1 F & P reading level.	F&P	All Students	38%	48%	60%	3: Students are reading at or above grade level.
Academic	Students will increase in reading comprehension has evidenced on the SRI.	F&P	All Students	57%	70%	80%	3: Students are reading at or above grade level.
Academic	Reclassification rates will increase by 10%.	SRI	English Learners	16%	26%	36%	4: English learners are reaching English fluency.
Academic	Students will increase their academic achievement in math as evidenced on SBAC.	SBAC Math	All Students	13%	33%	43%	2: Students are proficient in state academic standards.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

Major Improvement Strategy for this priority: *Implement key elements of Balanced Literacy, specifically quality mini-lessons and Reading & Writing Workshops*

KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
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<p>100% of teachers will provide a daily reader's workshop block that includes the structure of Mini-Lesson, Writing Workshop and Closure</p>	<p>Principal will dedicate 2 hours a day of observations, meet with teachers to provide feedback, and provide teacher leaders/teacher coach with biweekly reports. ILT (Teacher Leaders) will develop PD (Professional Development) and coaching schedules that will address observation data. Teachers will be given a two hour PD that will allow teachers to plan in alignment to our school needs. Teachers will participate in 3 cycles of inquiry and discuss during/make adjustments with their grade level teams during common planning time.</p>	<p>Teachers will be pulled out of their classroom 3x a week to hold planning/PLC time with their grade level colleagues and common core teacher leader. Each block will be dedicated to a specific component of Balance Literacy.</p>
<p>Teachers will implement differentiated Guided Reading instruction 4x's a week, to address the learning needs of struggling readers and high-performing, GATE readers.</p>	<p>Principal will dedicate 2x's a week to observe acceleration instruction. TSA will directly work with teachers to identify students that need reading acceleration services.</p>	<p>TSA and STIP subs will provide Tier 2 acceleration instruction push in 5x's a week. GL will create an acceleration plan that will align with LLI. Schoolwide blocked time for Acceleration. Classroom teachers will provide Tier 1 intervention using Fountas and Pinnell products.</p>
<p>Teachers will implement adopted Blended Learning Models.</p>	<p>Principal will provide RazKids leveled reading software to all K-2 students and Achieve 3000 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. Leader will ensure that all lesson plans include a technology component.</p>	<p>Principal and IT leaders will meet once a month to go over software data. ILT will ensure that technology is being incorporated in all PD's.</p>
<p>Teachers will utilize Accelerated Reader to monitor students independent reading.</p>	<p>Principal/ILT will create a reading challenge for the year. Principal will determine a reading block for SSR/AR. TSA will provide teachers with monthly data reports and make suggestions to improve students independent performance.</p>	<p>Principal will host reading challenge assembly 1x a month. Principal will purchase reading challenge ribbons as incentives. Principal and student leaders will determine the grand schoolwide prize if they meet the reading challenge.</p>
<p>Kindergarten lead teacher will meet with TK/K team to plan for transition activities</p>	<p>Kindergarten lead teacher and principal will plan with parents for transition communication and events for entering students</p>	<p>Entering Kinder and TK students and families will be invited to participate in a parent information day.</p>
<p>Teachers will identify essential ELD strategies linked to academic language development and anchor charts across content areas to ensure that English learners can access curriculum throughout the day</p>	<p>Principal and ILT will monitor EL data throughout the year and use this data to guide PD next steps</p>	<p>Lesson plan template will include a place to specifically name EL support/differentiation.</p>
<p>Teachers will host 3 family engagement nights for parents to go over student achievement and set learning goals.</p>	<p>Principal will target 50 focal students and hold intensive workshops with families.</p>	<p>Parents will receive monthly progress reports and be invited to award ceremonies for their students when growth is made.</p>

MAJOR IMPROVEMENT PRIORITY #2: English Language Learners

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2

Student Performance Strengths	Student Performance Challenges
16% English Language Reclassification	EL students continue to struggle with academic vocabulary.
	EL students continue to struggle with reading comprehension.
	EL students continue to struggle with academic discourse.

ROOT CAUSE ANALYSIS for Priority #2

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

Teachers continue to grapple with all of the new curriculum that has been given to them. 100% of teachers participate in weekly PLC's and six week inquiry cycles. However, teachers have yet to master the ability to juggle all subjects and design CCSS aligned task and design lessons with language learners in mind.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

Teachers are becoming more confident in collaborating, planning, and developing CC aligned tasks. They are dependent on the curriculum to define their instructional decisions more than the standards or the student data. It is viable that teachers continue to unpack the CCSS and design task that are modified for EL's and Special Ed students.

STUDENT PERFORMANCE GOAL(S) for Priority #2

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	30% of our English Language Learners will be reclassified measured by Fountas & Pinelle reading level, SRI, and CELDT scores.	SRI	English Learners	30%	30%	50%	4: English learners are reaching English fluency.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	Teachers will be trained on English Learner instruction either by learning SDAIE or GLAD strategies.	EL Reclassification	English Learners	16%	26%	36%	1: Graduates are college and career ready.
Academic	Teachers will plan using the CCSS and English Learner standards.	EL Reclassification	English Learners	16%	26%	36%	1: Graduates are college and career ready.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

Major Improvement Strategy for this priority: *Teachers will participate in Professional Learning Communities in order to analyze data, improve math instruction and increase academic talk in the math content area as aligned with CCSS.*

KEY PRACTICES FOR PRIORITY #2

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Teachers will use the mini lesson models to teach ELA, Math, Science, and Social Studies, . Students will spend time having discussions, working in groups, and presenting their thinking.	Time will be designated to analyze data three times a year.	Teachers will be provided with PD around GLAD or SDAI strategies.
Daily lesson will have clear lesson objective posted on the board that indicate DOK verbs.	Lead math teacher to provide 1:1 support and small group support of individual teachers.	Common Core Teacher Leader will provide teachers with lesson design support.
Daily lesson will include open ended tasks with group work.	Admin/TSA walk -throughs for specific monthly strategies.	Teachers provided 3 blocks a week for GL PLC and curriculum alignment.
K/1 teachers will provide beginning of the year content assessment to check student academic ability and provide us with a base.	ILT to analyze data and advise leadership on next steps for PD and implementation.	Teachers provided 3 blocks a week for GL PLC and curriculum alignment.
Teachers will collaboratively analyze EL Math and ELA data after each unit and identify next instructional steps by unpacking their GL CC standards.	Admin and TSA weekly obs. to provide feedback on instruction and supports being given to EL/Sped. students.	Teachers provided 3 blocks a week for GL PLC and curriculum alignment.

MAJOR IMPROVEMENT PRIORITY #3:

Provide a Socially Emotionally Safe & Enriched Learning Environment for All Students

PERFORMANCE STRENGTHS & CHALLENGES for Priority #3

Student Performance Strengths	Student Performance Challenges
Chronic Absence status: 8%	Chronic attendance is higher with AA students and special education students.
Staff satisfaction: 63%	In general staff are dissatisfied with lack of support with dicipline with students in Tier 2 and 3. In addition, staff doesn't feel a connection to other staff in general.
Student satisfaction: 50%	Students in general do not feel respected or safe from bullying incidents.

Suspension: 1.9%	Suspension is higher with AA students and special education students.
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ROOT CAUSE ANALYSIS for Priority #3

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

Overall our students, teachers and staff report a healthy school environment. 100% of our students interact with social emotional learning through Toolbox. Staff is working on implementing schoolwide PBIS structures. However, we still lack schoolwide alignment with school rules and tier 2, 3 supports. KDA is at year zero but are working on 100% implementation by 2017-18.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

SEL curriculum is dependent on the teacher capacity and will to deliver it. In addition, although SEL scores on SEL ratings are high, there remains an achievement gap. Research indicates that SEL support is a requirement for supporting academic achievement particularly in traditionally underserved sub. groups. Therefore in order to ensure equitable access to achievement, KDA must continue to seek culturally responsive and research proven positive approaches to improving the climate and culture of the school.

STUDENT PERFORMANCE GOAL(S) for Priority #3

Goal Area	Main Goal (<i>required</i>)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	All students will attend school regularly in order to support their academic growth.	Chronic Absence	All Students	8%	5%	5%	5: Students are engaged in school everyday.
Goal Area	Related Sub-Goals (<i>optional</i>)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	The chronic absence current rate will shrink by 5% each year.	Chronic Absence	All Students	8%	5%	4%	5: Students are engaged in school everyday.
Climate & Culture	At least 75% of student will report that they feel connected to school.	Culture/ Climate: Student	All Students	76%	86%	96%	5: Students are engaged in school everyday.
Climate & Culture	Students will understand and articulate expected behaviors and routines in the school.	Culture/ Climate: Student	All Students	N/A	157 Referrals	50 Referrals	5: Students are engaged in school everyday.
Climate & Culture	Decrease of students being referred to office by teaching students the 12 tools of the Toolbox program which supports the development of a cohesive, collaborative, non-violent, and caring community.	Culture/ Climate: Student	All Students	N/A	157 Referrals	50 Referrals	1: Graduates are college and career ready.

Academic	Students will use their SEL skills to meet CCSS in the academic setting such as collaboration, negotiation, asking questions, seeking feedback and taking responsibility for their own learning.	SBAC ELA	All Students	N/A	157 Referrals	50 Referrals	1: Graduates are college and career ready.
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MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

Major Improvement Strategy for this priority: *1.) Through PBIS implementation and Toolbox SEL practices, KDA will be a welcoming school where students have the tools they need to develop social emotional learning skills in order to reach CCSS expectations. 2.) Through the attendance team we will motivate struggling families in ways that will ultimately make an overall difference.*

KEY PRACTICES FOR PRIORITY #3

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Teachers will make family contact when students are out for more than 3 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.
Teachers will review a monthly attendance sheet and develop strategies that will celebrate and improve their data.	Principal will inform students of attendance goals and celebrate classroom percentages.	Attendance parent team will reward classrooms that meet the weekly percentage goal with popcorn party. Principal will reward perfect attendance monthly with brag tags. Principal will celebrate families who improve attendance.
Teachers will implement PBIS/Toolbox practices in classrooms	4 x a year staff will engage in SEL professional development	Use of the Universal Referral Form will support the tracking of data to ensure that unequal patterns of discipline are identified and addressed
Teachers will re-teach behavior at the beginning of the year and throughout the year as needed	COST team will meet twice a month with principal to discuss needs of individual students	School Secretary will enter in URF data to aeries
Teachers and support staff will positively reinforce behavior with PBIS strategies	SEL Team will have two planning days a year to plan year long PBIS activities	KDA K-2 and 3-5 reflection sheet will help students to reflect on their actions

Teachers will use the ToolKit 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 Toolkit	SEL Team meets monthly with principal to determine PBIS/RJ next steps for identified students, with specific attention where possible to African American boys, Newcomer students, and Foster Youth.
Music Teacher will plan directly with grade levels in order to provide students with another perspective of learning.	Music teacher will implement the arts into curriculum, SEL, and student interest.	Music teacher will meet with GL during professional development.
Entering Kinder and TK students and families will be invited to participate in a Winter Kindergarten/TK Parent Info. Night, a SpringTK/K Visit day, and a Fall Kindergarten Tea. Parents will learn the curriculum expectations and yearly goals.	Leader will inform the community of target dates during student registration week.	Leader and ASP staff will meet 1x a month for data conferences.
After school program will provide all students with reading acceleration instruction through the use of Razkids or Achieve 3000	Leader will include all after school program staff to data meetings. Mentors will learn how to monitor student growth and communicate areas of need to classroom teachers.	Afterschool program coordinator will monitor mentors and achievement gap.
Teachers will refer students to Insights for Behavior when students need more comprehensive behavior plans	Principal will invite Insights to Behavior specialist to COST team meeting	COST team to meet weekly. Homeless and Foster youth will be identified and supported through COST Team
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	5th grade team will develop a year long plan for SEL support for transitioning students. COST will make connections with Homeless and Foster youth to support in this transition.

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$96,879.17	After School Education & Safety (ASES)	Contract time with BACR	Afterschool program coordinator will monitor mentors and achievement gap.	A1.6: After School Programs	5825	n/a	n/a	n/a	172-1	172
\$3,000.00	General Purpose Discretionary	Teacher subs for PD/ release time for planning.	Teachers will implement differentiated Guided Reading instruction 4x's a week, to address the learning needs of struggling readers and high-performing, GATE readers.	A2.10: Extended Time for Teachers	1150	n/a	n/a	n/a	172-2	172
\$18,195.50	General Purpose Discretionary	Supplies for students throuout the year.	General Supplies	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	172-3	172
\$2,500.00	General Purpose Discretionary	Meeting and Refreshments	Entering Kinder and TK students and families will be invited to participate in a parent information day.	A1.4: Early Childhood Education	4311	n/a	n/a	n/a	172-4	172
\$20,000.00	General Purpose Discretionary	Common Core Teacher Leader Position	Teachers will be pulled out of their classroom 3x a week to hold planning/PLC time with their grade level colleagues and common core teacher leader. Each block will be dedicated to a specific component of Balance Literacy.	A3.4: Teacher Professional Development focused on Literacy	4399	n/a	n/a	n/a	172-5	172
\$5,000.00	General Purpose Discretionary	Equipment and Maintance for copy machines	General Supplies	A2.3: Standards-Aligned Learning Materials	5610	n/a	n/a	n/a	172-6	172
\$22,000.00	General Purpose Discretionary	Full time Music Teacher to provide grade levels with PLC 3x's a week	Teachers will collaboratively analyze EL Math and ELA data after each unit and identify next instructional steps by unpacking their GL CC standards.	A3.4: Teacher Professional Development focused on Literacy	5825	n/a	n/a	n/a	172-7	172
\$24,424.15	LCFF Concentration	STIP to provide technology enrichment	Teachers will implement adopted Blended Learning Models.	A3.1: Blended Learning	n/a	TEACHER STIP	TCSTIP9999	0.5	172-8	172
\$575.85	LCFF Concentration	General Supplies	General Supplies	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	172-9	172
\$19,244.58	LCFF Supplemental	Common Core Teacher Leader Position	Teachers will be pulled out of their classroom 3x a week to hold planning/PLC time with their grade level colleagues and common core teacher leader. Each block will be dedicated to a specific component of Balance Literacy.	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	11 MONTH CLASSROOM TSA	C11TSA9999	0.2	172-10	172
\$22,094.57	LCFF Supplemental	Community Liason will provide parents with the necessary workshops to inform them of student outcomes.	Admin/TSA walk -throughs for specific monthly strategies.	A3.3: Family Engagement focused on Literacy Development	n/a	COMMUNITY RELATIONS AST I BIL	CMRAIB9999	0.3	172-11	172
\$7,354.24	LCFF Supplemental	Library clerk will support families in choosing the just right books for their students. This will support individual students reading goals.	Teachers will implement differentiated Guided Reading instruction 4x's a week, to address the learning needs of struggling readers and high-performing, GATE readers.	A3.2: Reading Intervention	n/a	LIBRARY CLERK	LIBCLK0011	0.13	172-12	172
\$7,397.72	LCFF Supplemental	Noon duty supervisors will support students by reinforcing our SEL Toolbox curriculum during recess.	SEL Team will have two planning days a year to plan year long PBIS activities	A2.2: Social Emotional Learning	n/a	NOON SUPERVISOR	NOONSV0099	0.3	172-13	172
\$9,863.64	LCFF Supplemental	Noon duty supervisors will support students by reinforcing our SEL Toolbox curriculum during recess.	SEL Team will have two planning days a year to plan year long PBIS activities	A2.2: Social Emotional Learning	n/a	NOON SUPERVISOR	NOONSV0139	0.4	172-14	172
\$17,510.85	LCFF Supplemental	Full time physical education teacher will provide students with standard aligned PE.	Teachers will be pulled out of their classroom 3x a week to hold planning/PLC time with their grade level colleagues and common core teacher leader. Each block will be dedicated to a specific component of Balance Literacy.	A4.1: English Learner Reclassification	n/a	TCHR EDUC ENHNCMNT/INTVNT PROG	TCEEIP9999	0.2	172-15	172
\$14,102.98	LCFF Supplemental	Teacher STIP will provide Leveled Literacy Intervention to targeted students.	TSA and STIP subs will provide Tier 2 acceleration instruction push in 5x's a week. GL will create an acceleration plan that will align with LLI. Schoolwide blocked time for Acceleration. Classroom teachers will provide Tier 1 intervention using Fountas and Pinnell products.	A3.2: Reading Intervention	n/a	TEACHER STIP	TCSTIP0603	0.33	172-16	172
\$48,544.91	LCFF Supplemental	Teacher STIP will provide Leveled Literacy Intervention to targeted students.	TSA and STIP subs will provide Tier 2 acceleration instruction push in 5x's a week. GL will create an acceleration plan that will align with LLI. Schoolwide blocked time for Acceleration. Classroom teachers will provide Tier 1 intervention using Fountas and Pinnell products.	A3.2: Reading Intervention	n/a	TEACHER STIP	TCSTIP0362	1	172-17	172
\$9,500.00	LCFF Supplemental	Teachers will be observed and receive imidiate feedback by Leader and alternate observer. Teacher coaching will be provided for all new teachers.	Principal will dedicate 2x's a week to observe acceleration instruction. TSA will directly work with teachers to identify students that need reading acceleration services.	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	1122	n/a	n/a	n/a	172-18	172

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$8,481.07	LCFF Supplemental	Books for literacy development	Teachers will implement differentiated Guided Reading instruction 4x's a week, to address the learning needs of struggling readers and high-performing, GATE readers.	A3.2: Reading Intervention	4200	n/a	n/a	n/a	172-19	172
\$36,389.00	LCFF Supplemental	Psychologist being purchased for an extra 1.5 days. Psychologist will play a role in COST, SST's, and SPED.	Use of the Universal Referral Form will support the tracking of data to ensure that unequal patterns of discipline are identified and addressed	A2.2: Social Emotional Learning	5734	n/a	n/a	n/a	172-20	172
\$22,000.00	LCFF Supplemental	Full time Music Teacher to provide grade levels with PLC 3x's a week	Teachers will collaboratively analyze EL Math and ELA data after each unit and identify next instructional steps by unpacking their GL CC standards.	A3.4: Teacher Professional Development focused on Literacy	5825	n/a	n/a	n/a	172-21	172
\$20,931.30	Measure G (School Libraries)	Library clerk will support families in choosing the just right books for their students. This will support individual students reading goals.	Teachers will implement differentiated Guided Reading instruction 4x's a week, to address the learning needs of struggling readers and high-performing, GATE readers.	A3.2: Reading Intervention	n/a	LIBRARY CLERK	LIBCLK0011	0.37	172-22	172
\$68.70	Measure G (School Libraries)	Library clerk will support families in choosing the just right books for their students. This will support individual students reading goals.	Teachers will implement differentiated Guided Reading instruction 4x's a week, to address the learning needs of struggling readers and high-performing, GATE readers.	A3.2: Reading Intervention	4310	n/a	n/a	n/a	172-23	172
\$24,424.15	Measure G (TGDS)	Teacher STIP will provide Leveled Literacy Intervention to targeted students.	Teachers will implement differentiated Guided Reading instruction 4x's a week, to address the learning needs of struggling readers and high-performing, GATE readers.	A3.2: Reading Intervention	n/a	TEACHER STIP	TCSTIP9999	0.5	172-24	172
\$1,700.00	Measure G (TGDS)	Alternate observer for teacher evaluation.	Principal will dedicate 2 hours a day of observations, meet with teachers to provide feedback, and provide teacher leaders/teacher coach with biweekly reports. ILT (Teacher Leaders) will develop PD (Professional Development) and coaching schedules that will address observation data. Teachers will be given a two hour PD that will allow teachers to plan in alignment to our school needs. Teachers will participate in 3 cycles of inquiry and discuss during/make adjustments with their grade level teams during common planning time.	A2.6: Teacher Evaluation	1122	n/a	n/a	n/a	172-25	172
\$30.80	Measure G (TGDS)	Alternate observer for teacher evaluation.	Principal will dedicate 2 hours a day of observations, meet with teachers to provide feedback, and provide teacher leaders/teacher coach with biweekly reports. ILT (Teacher Leaders) will develop PD (Professional Development) and coaching schedules that will address observation data. Teachers will be given a two hour PD that will allow teachers to plan in alignment to our school needs. Teachers will participate in 3 cycles of inquiry and discuss during/make adjustments with their grade level teams during common planning time.	A2.6: Teacher Evaluation	4310	n/a	n/a	n/a	172-26	172
\$7,265.17	Program Investment	Teacher STIP will provide Leveled Literacy Intervention to targeted students.	Teachers will implement differentiated Guided Reading instruction 4x's a week, to address the learning needs of struggling readers and high-performing, GATE readers.	A3.2: Reading Intervention	n/a	TEACHER STIP	TCSTIP0603	0.17	172-27	172
\$10,000.00	Program Investment	Teacher Extra Pay for Technology Lead and ILT.	Admin/TSA walk -throughs for specific monthly strategies.	A2.1: Implementation of CCSS & NGSS	1120	n/a	n/a	n/a	172-28	172
\$8,000.00	Program Investment	Teacher Substitutes	Teachers will collaboratively analyze EL Math and ELA data after each unit and identify next instructional steps by unpacking their GL CC standards.	A2.8: Data & Assessment	1150	n/a	n/a	n/a	172-29	172
\$10,000.00	Program Investment	Full time Music Teacher to provide grade levels with PLC 3x's a week	Music Teacher will plan directly with grade levels in order to provide students with another perspective of learning.	A3.4: Teacher Professional Development focused on Literacy	5825	n/a	n/a	n/a	172-30	172
\$222.83	Program Investment	General Supplies	General Supplies	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	172-31	172
\$76,978.32	Title I Basic	Common Core Teacher Leader	Teachers will be pulled out of their classroom 3x a week to hold planning/PLC time with their grade level colleagues and common core teacher leader. Each block will be dedicated to a specific component of Balance Literacy.	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	11 MONTH CLASSROOM TSA	C11TSA9999	0.8	172-32	172
\$5,868.35	Title I Basic	Books for literacy development	Teachers will utilize Accelerated Reader to monitor students independent reading.	A3.2: Reading Intervention	4399	n/a	n/a	n/a	172-33	172

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$2,123.69	Title I Parent Participation	Common Core Teacher Leader Position	Teachers will be pulled out of their classroom 3x a week to hold planning/PLC time with their grade level colleagues and common core teacher leader. Each block will be dedicated to a specific component of Balance Literacy.	A2.5: Teacher Professional Development for CCSS & NGSS	4399	n/a	n/a	n/a	172-34	172

KDA Elementary Home and 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.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Student

Teacher

Parent/Guardian

Title I School Parental Involvement Policy 2015 - 2016

Involvement of Parents in the Title I Program

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

- The school will jointly and regularly develop with parents a School Parent Involvement Policy in a language and format the parents and community can understand.
- The school will jointly develop with parents the school's Home-School Compact as a component of its School Parent Involvement Policy.
- **Accessibility:** parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, and must include parents with limited English proficiency, parents with disabilities, and parents of migratory students.

Building Parent Capacity for Involvement

Fred T. 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:

- Offers a flexible number of meetings for parents, and involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I Part A programs and the Title I School Parent Involvement Policy. At every school event we make a data presentation. We provide parent education workshops with the Parent Education Coordinator to give parents helpful resources to improve the quality of educational and social opportunities for their students.
- 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:
 - The State of California's academic content standards
 - The State of California's student academic achievement standards
 - The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 - Academic proficiency levels students are expected to achieve
 - The requirements of the Title I Program
 - How to monitor their child's progress
 - In addition before testing we have a meeting to discuss the best strategies for helping students succeed on district and state test.
- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
- 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 hold parent conferences to communicate with the parents regarding the individual needs of students.
- 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. Parents are encouraged to participate in school activities and other educational and social events at our school.

- 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 addition, phone calls are made and poster are displayed to communicate school events with our families.
- Provides support, during regularly meetings, for parental activities requested by Title I Program parents. We provide dinner and childcare for most activities.
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

9) KDA Elementary will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

- Regular announcements to students over the school intercom.
- KDA Monthly News Provided by Grade Levels
- OUSD Parent Signature of Parent Guide Book
- KDA Elementary Handbook

10) KDA Elementary will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:

- Posting in the school office, hallways
- School Robo- Calls

Annual Title I Meeting

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

- a. That the school participates in the Title I Program
- b. How the school implements the Title I Program
- c. The requirements of the Title I Program
- d. The parents' right to be involved
- e. The parents' right to participate in the development of the District's Title I Plan

Accessibility

The school will, to the extent feasible and appropriate, 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: a.) Provide bilingual liaisons in Spanish. b.) Provide accessibility aids, equipment, and architecture to the extent practicable.

Adoption

The school will distribute this policy to all parents of participating Title 1. It will be made available to the local community. KDA Elementary 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 Signature

10/12/15
Date



School Site Council Membership Roster – Elementary

School Name: KDA

School Year: 2015-2016

Chairperson : Veronica Martinez	Vice Chairperson: Wendy Esteban
Secretary: Maria Ruiz	*LCAP Parent Advisory Nominee: Tania Vigil
*LCAP EL Parent Advisory Nominee: Ana Torres	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Rosemary McAtee	x			
Stephanie Munoz			x	
Veronica Martinez				x
Wendy Esteban				x
Tania Vigil				x
Ana Torres				x
Maria Ruiz				x
Dora Rodriguez		x		
Steven Ashlock		x		
Martha Rosas		x		

Meeting Schedule (day/month/time)	Second Monday of the Month @ 9:00 a.m.
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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

*Please submit nominees' contact information to raquel.jimenez@ousd.org for participation in district elections.

Revised 9/2/15