

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2012

To: Board of Education

From: Tony Smith, Superintendent
Maria Santos, Deputy Superintendent
Susana Ramirez Director, State and Federal Compliance

Re: 2012/2013 CSSSP – Fred T. Korematsu Elementary School

Action Requested:

The Board of Education is requested to approve the 2012-2013 Community Schools Strategic Site Plan for Student Achievement for Fred T. Korematsu Elementary School.

Background:

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

Discussion:

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

Fiscal Impact:

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

State Programs

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

Federal Programs

- Title I, Part A

Recommendation:

The Board of Education is requested to approve the 2012-2013 Community Strategic Site Plan application for Fred T. Korematsu Elementary School.



Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: Fred T. Korematsu Discovery Academy

0112813

School Year: 2012-2013

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Our efforts in the Oakland Unified School District (OUSD) are now clearly focused on serving all of our children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child while creating caring school communities that link every Oakland Neighborhood. We believe that each child in Oakland must be ready to succeed in college and careers that lead them to healthy and happy lives.

It is with these beliefs that we engage in creating a Full Service Community School District filled with Full Service Community Schools, in which schools act as resource and service hubs that connect with local partners to help build healthy and vibrant schools and communities.

In this spirit, we are launching a new Community Schools Strategic Site Plan. The Community School (CS) Strategic Site Plan is closely aligned with the larger organizational strategic plan, *Community Schools, Thriving Students*. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CS Strategic Site Plan will be a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. All school communities will complete the CS Strategic Site Plan in 2011-2012 to contribute to the development of site priorities for the 2012-2015 school years.

The CS Strategic Site Plan will continue to be annually approved by School Site Councils and the OUSD Board of Directors.

To lead these efforts, each site will create a Community School Leadership Team, whose body will incorporate members of each site's School Site Council (including the principal, parents, teachers, staff), and in secondary schools, the team will also include a student member. Additionally, each school will recruit their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will drive the development of the CS Strategic Site Plan for their school and will be supported through a collaborative engagement process. In addition to existing School Site Council meetings, the Community School Leadership Teams will attend district-wide retreat days and collaboratively engage the broader community.

We are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland.

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

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

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

GOAL AREAS:

Every student in the Oakland Unified School District will:

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

The Oakland Unified School District will:

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

SCHOOL SITE

CONTEXT

The Fred T. Korematsu Discovery Academy (KDA), a K-5 school in the Oakland Unified School District (OUSD), opened in August 2006. Our school population of 380 students is made up mainly of Latino (74%) and African American (24%) students. The rest of the school population is Pacific Islander, Vietnamese, Cambodian, Filipino, and Arab students. The majority of our students are English Language learners (65%), while the remainder of our students are native speakers of English (24%), or have been reclassified as fluent English speakers (9%), or are were classified as initially fluent in English (2%). More than 90% of our students are eligible for free or reduced-priced lunch. Over the last 4 years we have increased our API score by 220 points; our 2011 Growth API is 788. In 2011, we left Program Improvement status (PI), were awarded as the Alameda County English Learner School of the Year, and received a nomination as a National Blue Ribbon Certified School.

VISION

As a small community-based school developed and designed by a committee of parents, staff, and community members, our mission is to provide our students with the highest quality education through inquiry-based, hands-on learning opportunities. The Common Core Standards, along with the California Content Standards, as well as an understanding that the populations from which our students come have historically been denied equitable access to these same standards, guide us in all of our instructional decisions. It is our imperative to provide for our students the access, support, and resources they require to enter and find success in the discourse community of academic literacy. Our students' learning is led by rigorous and thoughtful instruction in order to develop the knowledge and habits of mind, as well as the academic and disciplined language skills, needed for success in both higher education and the developing information-based economy. Our students' development of academic English literacy is one of our primary goals. At the heart of our theory of action is the belief that students will achieve academically when they are active, social and creative learners. Our core beliefs include:

- o An inquiry-based approach to instruction will develop the higher-order thinking skills and

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

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

Strategic Priority: The Accountability Plan

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

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

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

The School Accountability Plan

Sobrante Park's Leadership Team, which is composed of the principal, teachers and parents will monitor progress toward becoming a FSCS. This will be done at periodic meetings set by the leadership team, and at SSC and ELAC meetings. Strategies: 1. Principal meets weekly with writing coach to review student writing samples to determine mastery of standards; future activities and modifications to writing instruction based on student levels 2. Data conferences after each benchmark period; conferences also used to determine PD needs 3. Weekly grade level meetings (on rotating schedule) to review data, plan instruction and monitor adherence to Schmoker's approach 4. Buy Back Days utilized to train staff on FOSS module/focus after notebooking; making modifications to instructional program based on data 5. CARE team meets once per month to review referrals. Intervention teacher coordinates these meetings. CARE team makes referrals to Madison's health clinic, SART and/or SST, sort of like a triage approach. 6. Monthly SSC and ELAC meetings to monitor implementation of the school plan, look at academic data and work on compliance items such as development of school plan for the following year.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Fred T. Korematsu Discovery Academy

Principal: CHARLES WILSON

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

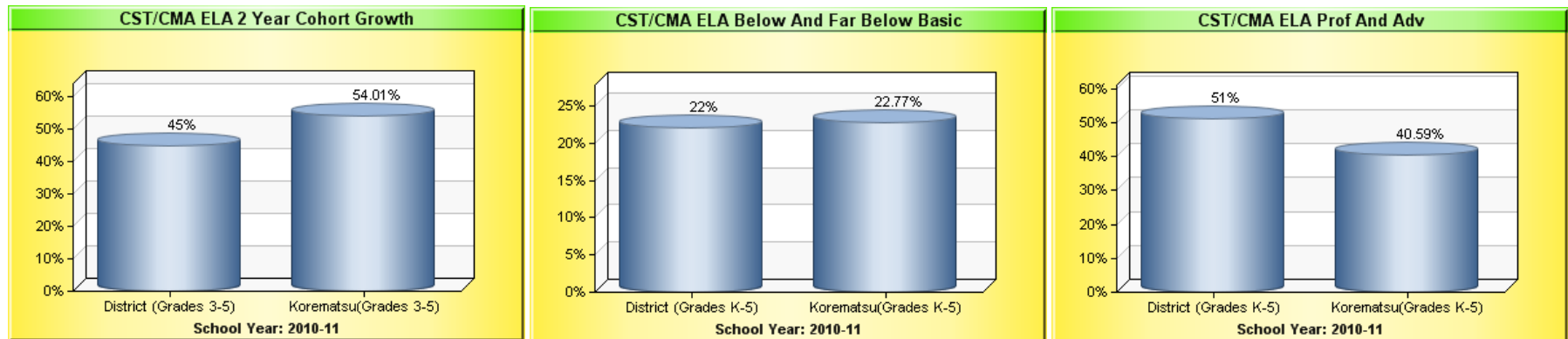
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy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

District-level Goals

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

School Federal and State Academic Achievement Goals:

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



School Data

- 10/11 CST 3rd-5th : FBB=6% / BB=19% / Basic=33% / P=25% / A=17% // P&A by Grade: 3rd=34% / 4th=40% / 5th=53% // P&A by Subgroup: AfAm= 50% / Lat=41% / ELL=39% / EO=41%
- 11/12 Benchmark 2: K-1/2-5: BB=20%/25% / B=NA/28%/Ap=NA/28% / P&A=80%/46% // P&A by Grade: K=83% / 1st=76% / 2nd=40% / 3rd=41% / 4th=54% / 5th=55% // P&A by Subgroup: K-1/2-5: AfAm=92%/49% / Lat=79%/45% / ELL=82%/34% / EO=85%/50%

Data Analysis

- KDA Students made remarkable gains on the 2011 CST, resulting in an API of 788, 103 point above our earlier score. 54% of our student gained at least one performance band on the ELA test, while only 20% slid backwards or remained in FBB.
- Our second benchmark scores demonstrate a steady growth forward. In Kindergarten, 83% of students are proficient in LA, due in large part to the excellent instruction and their daily use of the Fast ForWord Literacy intervention program.
- In 1st Grade, our students have grown from 30% proficient on the first benchmark to 76% on the second. The use of leveled guided reading groups and the consistent application of writing in the discipline of science are key sources of this gain.
- Our upper grades have not made as much progress past their 2011 CST scores, but this second benchmark demonstrates that students are able to address the demands of a new grade level with the same strength they demonstrated last year.
- Our focus on writing in science, along with our daily Guided Reading / Reciprocal Teaching deployment has created a new demand on our students and teachers, requiring them pursue higher levels of critical thinking as they read and write.

Theory Action

- KDA is committed to providing a well-rounded balanced literacy program for our students, including meaningful word work, leveled reading workshops, and writing workshops that incorporate disciplinary content.
- Using the CA Common Core Standards, instruction for each grade is based on what students need to learn rather than publishers pacing guides. We use grade-level texts from literature, science, and social studies to drive our literacy instruction.
- KDA has developed a strong practice of collecting and analyzing student data, including running records, phonics surveys, and standardized test scores. Teachers collaborate by using data to group and deploy children for instructional times.
- Student Deployment is difficult, but worth the effort. Grade level teams/circuits use consistent instructional schedules so that children can move to classes multiple times daily so they will receive instruction best suited for their learning needs.
- Literacy interventions include the deployed leveled instruction, guided access to Fast ForWord Literacy and Reading Assistant programs, and the small-group

pull out sessions where students practice phonemic blending and extended fluency practice.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
STIP Substitute to release teachers to provide more small-group literacy interventions	Running Records, Phonics Surveys, District Benchmarks, CST	FBB, BB and BAS	All Year	Charles Wilson	4/21/2012	172SQ11A1810	STIP Substitute to release teachers to provide more small-group literacy interventions	3010-Title I		TCSTIP9999	0.4	\$17,117.50
Instructional Facilitator will provide coaching and data analysis support for teachers using Leveled Reading groups and whole Group Direct Instruction in Word Knowledge and Reading Comprehension	Site Performance Assessments, District Benchmarks, CST	English Learners	All Year	Charles Wilson	4/21/2012	172SQ11A1811	Instructional Facilitator will provide coaching and data analysis support for teachers using Leveled Reading groups and whole Group Direct Instruction in Word Knowledge and Reading Comprehension	3010-Title I		TC11IF0092	0.2	\$15,829.04
Instructional Facilitator will provide coaching and data analysis support for teachers using Leveled Reading groups and whole Group Direct Instruction in Word Knowledge and Reading Comprehension	Site Performance Assessments, District Benchmarks, CST	English Learners	All Year	Charles Wilson	4/21/2012	172SQ11A1812	Instructional Facilitator will provide coaching and data analysis support for teachers using Leveled Reading groups and whole Group Direct Instruction in Word Knowledge and Reading Comprehension	7091-EIA - LEP		TC11IF0092	0.8	\$63,316.16
Library Clerk will provide access to and maintain the resources of the school's library, increasing the opportunity for students and families to engage with quality, multi-lingual reading materials	Site Performance Assessments, District Benchmarks, CST, CHKS data	FBB, BB and BAS	All Year	Charles Wilson	4/21/2012	172SQ11A1815	Library Clerk will provide access to and maintain the resources of the school's library, increasing the opportunity for students and families to engage with quality, multi-lingual reading materials	3010-Title I		LIBCLK0011	0.1	\$4,839.13
Additional materials for leveled reading groups, with a focus on materials addressing the needs of ELLs.	Site Performance Assessments, District Benchmarks, CST	English Learners	All Year	Tracey Emerson	4/21/2012	172SQ11A1817	Additional materials for leveled reading groups, with a focus on materials addressing the needs of ELLs.	7091-EIA - LEP	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$4,504.32
Additional materials for leveled reading groups, with a focus on materials addressing the needs of ELLs.	Site Performance Assessments, District Benchmarks, CST	English Learners	All Year	Tracey Emerson	4/21/2012	172SQ11A1823	Additional materials for leveled reading groups, with a focus on materials addressing the needs of ELLs.	3010-Title I	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$877.24
Daily use of leveled Reciprocal Teaching Guided Reading groups, deployed across grade-levels and circuits. Work is supported by dedication of weekly planning and PD time.	Running Records, Phonics Surveys, District Benchmarks, CST	All Students	All Year	Tracey Emerson	4/21/2012	172SQ11A1832	Daily use of leveled Reciprocal Teaching Guided Reading groups, deployed across grade-levels and circuits. Work is supported by dedication of weekly planning and PD time.	N/A			0	\$0.00
Weekly collaboration by teachers to develop common lesson plans	Site Performance Assessments, District	All Students	All Year	Charles Wilson	4/21/2012	172SQ11A1834	Weekly collaboration by teachers to develop common lesson plans	N/A			0	\$0.00

and lesson objectives.	Benchmarks, CST						and lesson objectives.					
Daily writing in the discipline of Science, supported by weekly Data Teams / PLC meetings led by Principal and Instructional Facilitator.	Site Performance Assessments, District Benchmarks, CST	All Students	All Year	Charles Wilson	4/21/2012	172SQI1A1835	Daily writing in the discipline of Science, supported by weekly Data Teams / PLC meetings led by Principal and Instructional Facilitator.	N/A			0	\$0.00
Small-group work on phonemic blending skills and extended fluency work, as supported by teachers and STIP sub.	Site Performance Assessments, District Benchmarks, CST	FBB, BB and BAS	All Year	Tracey Emerson	4/21/2012	172SQI1A1831	Small-group work on phonemic blending skills and extended fluency work, as supported by teachers and STIP sub.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Fred T. Korematsu Discovery Academy

Principal: CHARLES WILSON

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

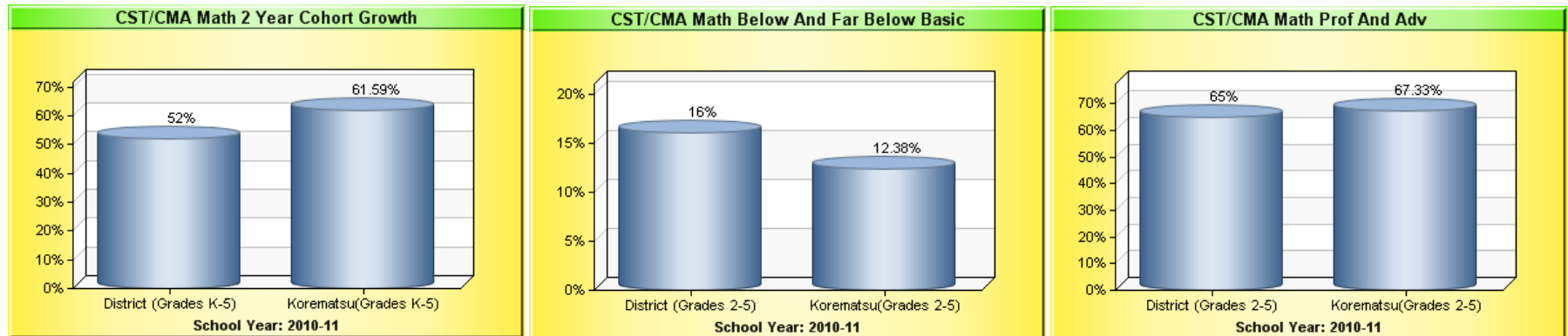
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science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

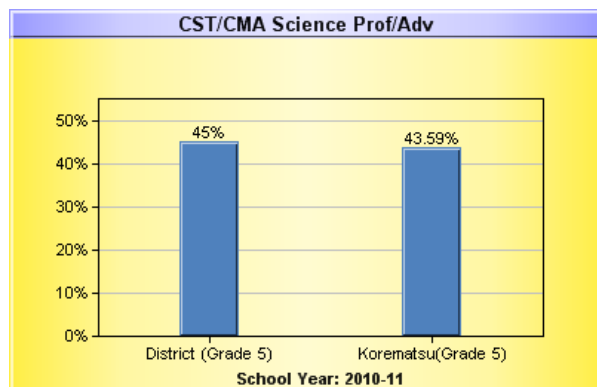
District-level Goals

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

School Federal and State Academic Achievement Goals:

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





School Data

- 10/11 CST: FBB=1% / BB=14% / Basic=22% / P=38% / A=26% // P&A by Grade: 3rd=63% / 4th=63% / 5th=66% // P&A by Subgroup: AfAm= 48% / Lat=67% / ELL=69% / EO=43%
- 11/12 Benchmark 2: K-1/2-5: BB=4%/18% / Ap=10%/31% / P&A=86%/51% // P&A by Grade: K=94% / 1st=79% / 2nd=53% / 3rd=44% / 4th=65% / 5th=47% // P&A by Subgroup: K-1/2-5: AfAm=86%/51% / Lat=85%/51% / ELL=84%/40% / EO=89%/55%

Data Analysis

- KDA Students made remarkable gains on the 2011 Math CST, resulting in an API of 788, 103 point above our earlier score. 62% of our student gained at least one performance band on the Math test, while only 16% slid backwards or remained in FBB.
- Over the last two benchmarks, our Kindergarten classes have made an amazing gain, from 48% to 94% proficient on the second benchmark. This gain is related to the focused instruction using strong models and a structure of guided release.
- 1st Grade has not seen as much of a gain over the last two benchmarks, dropping from 85% to 79% proficient on the second test. This drop is due to the increased time for science instruction, which has impacted the quantity of math instruction.
- A drop is also seen in 2nd to 5th grades on the second benchmark. Despite an annual drop on the second benchmark due the new content presented, this year saw a greater gain than anticipated. Instructional schedules have been modified.
- Please see strategy #9 below for a more extended discussion of how we plan to address the gap in achievement between African American and Latino students in Math.

Theory Action

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

critical thinking in ways that make sense developmentally and disciplinarily.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Reduce class sizes in upper grades so that combination classes can be avoided, resulting in more focused, personalized instruction for all 4th and 4th Grade students	Site Performance Assessments, District Benchmarks, CST	All Students	All Year	Charles Wilson	4/22/2012	172SQ11B1813	Reduce class sizes in upper grades so that combination classes can be avoided, resulting in more focused, personalized instruction for all 4th and 4th Grade students	7090-EIA - SCE		K12TCH0837	0.8	\$55,563.74
Science Prep teacher will provide weekly lessons in scientific reasoning and procedure.	Site Performance Assessments, District Benchmarks, CST	All Students	All Year	Charles Wilson	4/22/2012	172SQ11B1853	Science Prep teacher will provide weekly lessons in scientific reasoning and procedure.	N/A			0	\$0.00
Daily writing in the discipline of Science, supported by weekly Data Teams / PLC meetings led by Principal and Instructional Facilitator.	Site Performance Assessments, District Benchmarks, CST		All Year	Charles Wilson	4/22/2012	172SQ11B1855	Daily writing in the discipline of Science, supported by weekly Data Teams / PLC meetings led by Principal and Instructional Facilitator.	N/A			0	\$0.00
Participation in District Science Cohort / CAL-BLAST Project, with all supporting PD and coaching Sessions	Site Performance Assessments, District Benchmarks, CST	All Students	All Year	ILT	4/22/2012	172SQ11B1856	Participation in District Science Cohort / CAL-BLAST Project, with all supporting PD and coaching Sessions	N/A			0	\$0.00
Balancing Science instruction and Math instruction so that sufficient time is available for the development of critical thinking skills and expression in both fields	Site Performance Assessments, District Benchmarks, CST	All Students	All Year	ILT	4/22/2012	172SQ11B1857	Balancing Science instruction and Math instruction so that sufficient time is available for the development of critical thinking skills and expression in both fields	N/A			0	\$0.00
Extended writing opportunities in both science and math for all students to develop discipline-appropriate expressive and reasoning skills.	Site Performance Assessments, District Benchmarks, CST	All Students	All Year	ILT	4/22/2012	172SQ11B1859	Extended writing opportunities in both science and math for all students to develop discipline-appropriate expressive and reasoning skills.	N/A			0	\$0.00
Dedication of monthly PD time for the development of Performance-based assessment tasks in both Math and Science	Site Performance Assessments, District Benchmarks, CST	All Students	All Year	ILT	4/22/2012	172SQ11B1901	Dedication of monthly PD time for the development of Performance-based assessment tasks in both Math and Science	N/A			0	\$0.00
Student Clubs (Techbridge, Future Engineers) to support upper-grade students' extended learning in Math and Science.	Site Performance Assessments, District Benchmarks, CST	All Students	All Year	Charles Wilson	4/22/2012	172SQ11B1861	Student Clubs (Techbridge, Future Engineers) to support upper-grade students' extended learning in Math and Science.	N/A			0	\$0.00
We are addressing the Achievement Gap for African American students by modifying our instructional and assessment program to allow students to apply							We are addressing the Achievement Gap for African American students by modifying our instructional and assessment program to allow students to apply					

their conceptual and procedural skills in increasingly sophisticated ways, supported by peer collaboration and consensus development, building the kind of sophisticated critical thinking skills as outlined in the California Common Core Standards.	Site Performance Assessments, District Benchmarks, CST	Ethnicity	All Year	Charles Wilson	4/22/2012	172SQ1B3840	their conceptual and procedural skills in increasingly sophisticated ways, supported by peer collaboration and consensus development, building the kind of sophisticated critical thinking skills as outlined in the California Common Core Standards.	N/A			0	\$0.00
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School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Fred T. Korematsu Discovery Academy

Principal: CHARLES WILSON

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

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

School Data

- 25 Pre-K students from the CDC are using the Fast ForWord Literacy Intervention daily, using the Reading Prep programs. They are, on average, 32% complete with the program after 35 days of use.

Data Analysis

- We have not collected very much formal data in this area to date. We look forward to efficient and meaningful ways to do this, focused on Pre-K and Post-5th Skills and performance.

Theory Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
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Support and Administer the Pre-K program at the Stonehurst CDC. New programs includes use of the Fast ForWord Literacy Intervention, Differentiated Math Practice, and increased inclusion of PEC Students.	Site Performance Assessments, State measures	Pre-Kindergarten	All Year	Charles Wilson	3/25/2012	172SQI1C1864	Support and Administer the Pre-K program at the Stonehurst CDC. New programs includes use of the Fast ForWord Literacy Intervention, Differentiated Math Practice, and increased inclusion of PEC Students.	N/A			0	\$0.00
Student Clubs (Techbridge, Future Engineers) to support upper-grade students' extended learning in Math and Science.	Site Performance Assessments, District Benchmarks, CST	All Students	All Year	Charles Wilson	3/25/2012	172SQI1C1865	Student Clubs (Techbridge, Future Engineers) to support upper-grade students' extended learning in Math and Science.	N/A			0	\$0.00
Blending Learning Project, combining traditional instruction with computer-based practice, collaboration, and research.	Site Performance Assessments, District Benchmarks, CST, CHKS data	Basic	All Year	Charles Wilson	3/25/2012	172SQI1C1866	Blending Learning Project, combining traditional instruction with computer-based practice, collaboration, and research.	Funded by Community Partner			0	\$0.00
Options tours (Pre-K to K and 5th to 6th) and transition-preparation events	CHKS	All Students	All Year	Community Relations Assistant	3/25/2012	172SQI1C1867	Options tours (Pre-K to K and 5th to 6th) and transition-preparation events	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Fred T. Korematsu Discovery Academy

Principal: CHARLES WILSON

School Quality Standards relevant to this Strategic Priority

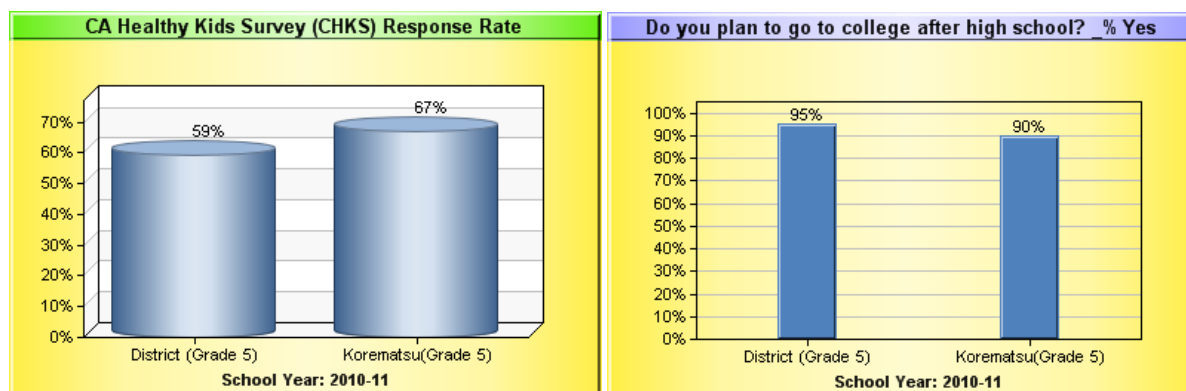
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

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

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



School Data

- On the 2011 CHKS, 81% of 5th Graders said they always try to do their best. 83% said they have goals and plans for the future. 90% said they plan to go to college.
- This data contrasts with the District averages. 74% of OUSD 5th Graders said they always try to do their best. 91% said they have goals and plans for the future. 95% said they plan to go to college.

Data Analysis

- We are pleased we surpassed the District average by 7 points in the percentage of 5th Graders saying they always do their best. We take goal-setting seriously at KDA, and use it as a part of every data analysis session with students and parents.
- At the same time, we are surprised that our students did not carry their goal setting past their immediate condition, and were able to focus on attaining high levels of success. This is an area that will require more work.
- Similarly, the fact the KDA 5th graders were 5 points below the District percentage of students aspiring to attend college will spur us on to make this sort of planning a more conscious part of our work.
- Many of our students come from high levels of poverty (90% Title I), and have little exposure to higher education in their families (14% stated completion of at least some college / 41% have some or all of high school / 45% declined to respond).
- It is essential that our students be more fully exposed to the importance of higher education and begin to include these aspirations as a part of a more rigorous goal-setting practice.

Theory Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Adult GED Classes for parents and community members to encourage completion of Higher Education goals.	CHKS, Student Profile reporting	All Students	All Year	Charles Wilson	3/25/2012	172SQ11D1878	Adult GED Classes for parents and community members to encourage completion of Higher Education goals.	N/A			0	\$0.00
Family Literacy Instructor from OUSD Adult Education Program to teach ESL and Literacy classes for parents to promote family academic achievement.	CHKS, Student Profile reporting	English Learners	All Year	Community Relations Assistant	3/25/2012	172SQ11D1879	Family Literacy Instructor from OUSD Adult Education Program to teach ESL and Literacy classes for parents to promote family academic achievement.	N/A			0	\$0.00
School wide goal-setting practice used with all points of data analysis with students and family members.	Site Performance Assessments, District Benchmarks, CST, CHKS data	All Students	All Year	Charles Wilson	3/25/2012	172SQ11D1881	School wide goal-setting practice used with all points of data analysis with students and family members.	N/A			0	\$0.00
Creation of a College Culture, in high teachers and staff members represent their own higher educational experiences in all aspects of their work (e.g. identification of	Site Performance Assessments, District Benchmarks,	All Students	All Year	ILT	3/25/2012	172SQ11D1883	Creation of a College Culture, in high teachers and staff members represent their own higher educational experiences in all aspects of their work (e.g. identification of	N/A			0	\$0.00

grades by future college graduation years, classes by the colleges of the related staff members, etc.)	CST, CHKS data							grades by future college graduation years, classes by the colleges of the related staff members, etc.)					
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School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Fred T. Korematsu Discovery Academy

Principal: CHARLES WILSON

School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

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

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

School Data

- Language Arts 10/11 CST 3rd-5th : P&A=42% // P&A by Subgroup: AfAm= 50%/ Lat=41% / ELL=39% / EO=41% // 11/12 Benchmark 2: K-1/2-5: P&A=80%/46% P&A by Subgroup: K-1/2-5: AfAm=92%/49% / Lat=79%/45% / ELL=82%/34% / EO=85%/50%
- Math : 10/11 CST 3rd-5th: P& A=64% // P&A by Subgroup: AfAm= 48%/ Lat=67% / ELL=69% / EO=43% ELL=69% / EO=43% // 11/12 Benchmark 2: K-1/2-5: P&A=86%/51% // P&A by Subgroup: K-1/2-5: AfAm=86%/51% / Lat=85%/51% / ELL=84%/40% / EO=89%/55%

Data Analysis

- For Proficient and Advanced on the Language Arts K/1 Benchmark, ELLs performed just 1 point below the percent of the entire group. All other groups performed between 2 to 12 points above the percent for the entire group. No serious gap is evident.
- For Proficient and Advanced on the Math K/1 Benchmark, ELLs performed 2 points below the percent of the entire group. All other groups performed up to 3 points above the percent for the entire group; Latinos were 1 point below. No gap is evident.
- For Proficient and Advanced on the Language Arts CST, ELLs performed just 3 points below the percent of the entire group. However, on the Benchmark test, ELLs at 2nd to 5th grade performed 13 points lower than the group average.
- For Proficient and Advanced on the Math CST, African American students performed 16 points below the percent of the entire group. On the Benchmark test, ELLs performed 11 points lower than the percent of the entire group.

Theory Action

- We believe that these gaps are based on the needs of these students for additional opportunities to frame, structure, conceptualize, and develop their critical thinking skills and then tie these skills to all aspects of their academic output.
- In all curricula, we use culturally-responsive methods of student engagement and interaction to promote more significant and accessible concept development, but we have faced challenges in promoting this facet of our mathematics program.
- Our instruction includes chances to develop students' understanding and application of concepts, but it doesn't often allow time, especially in

mathematics, for the sophisticated critical thinking skills in the California Common Core Standards.

- We are addressing this issue by modifying our instructional and assessment program to allow students to apply their conceptual and procedural skills in increasingly sophisticated ways, supported by peer collaboration and consensus development.
- For our ELLs, we continue to use language and content objectives, flexible language frames, as well as explicit vocabulary instruction. ELD instruction is highly leveled, and proven practices such as GLAD approaches to content instruction are used.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Extracurricular classes for GATE-identified students to track their own goals and provide them with extended learning opportunities.	Site Performance Assessments, District Benchmarks, CST, CHKS data	GATE	All Year	Tracey Emerson	3/25/2012	172SQI1E1884	Extracurricular classes for GATE-identified students to track their own goals and provide them with extended learning opportunities.	N/A			0	\$0.00
Training for teachers in GLAD techniques for content instruction for ELLs	Site Performance Assessments, District Benchmarks, CST	English Learners	All Year	Tracey Emerson	3/25/2012	172SQI1E1885	Training for teachers in GLAD techniques for content instruction for ELLs	N/A			0	\$0.00
Training in and use of explicit vocabulary instruction (e.g. Marzano / Kinsella techniques).	Site Performance Assessments, District Benchmarks, CST	All Students	All Year	Tracey Emerson	3/25/2012	172SQI1E1886	Training in and use of explicit vocabulary instruction (e.g. Marzano / Kinsella techniques).	N/A			0	\$0.00
Development and continued use of interaction protocols (reinforced through CSC work) to support higher levels of student engagement in content instruction.	Site Performance Assessments, District Benchmarks, CST	Ethnicity	All Year	CSC Committee	3/25/2012	172SQI1E1887	Development and continued use of interaction protocols (reinforced through CSC work) to support higher levels of student engagement in content instruction.	N/A			0	\$0.00
Development and continued use of multiple opportunities for performance-based tasks and group / consensus driven solutions in mathematics instruction.	Site Performance Assessments, District Benchmarks, CST	Ethnicity	All Year	ILT	3/25/2012	172SQI1E1888	Development and continued use of multiple opportunities for performance-based tasks and group / consensus driven solutions in mathematics instruction.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Fred T. Korematsu Discovery Academy

Principal: CHARLES WILSON

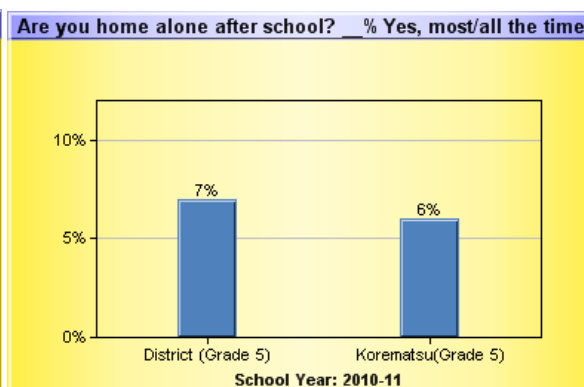
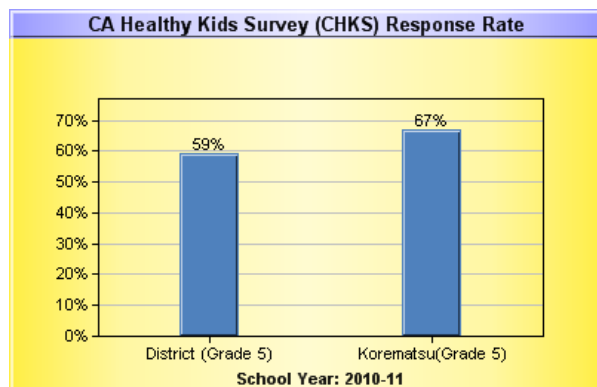
School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

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



Theory Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Student Clubs (Techbridge, Future Engineers) to support upper-grade students'	Site Performance Assessments, District Benchmarks,	All Students	All Year	Charles Wilson	4/22/2012	172SQI1F1863	Student Clubs (Techbridge, Future Engineers) to support upper-grade students'	N/A			0	\$0.00

extended learning in Math and Science.	CST							extended learning in Math and Science.						
After School Program: Academic Support (HW support, STEMS tutoring), Intervention (Fast ForWord Literacy Intervention; and Enrichment (Sports, Arts, Community Building)	Site Performance Assessments, District Benchmarks, CST, CHKS data	FBB, BB and BAS	All Year	Charles Wilson	4/22/2012	172SQI1F3838		After School Program: Academic Support (HW support, STEMS tutoring), Intervention (Fast ForWord Literacy Intervention; and Enrichment (Sports, Arts, Community Building)	N/A				0	\$0.00
Before School Program: Intervention (Fast ForWord Literacy Intervention)	Site Performance Assessments, District Benchmarks, CST, CHKS data		All Year	Charles Wilson	4/22/2012	172SQI1F3839		Before School Program: Intervention (Fast ForWord Literacy Intervention)	N/A				0	\$0.00
Leveled ELD / AED deployment for all students	Site Performance Assessments, District Benchmarks, CST	All Students	All Year	Instructional Facilitator	4/22/2012	172SQI1F3852		Leveled ELD / AED deployment for all students	N/A				0	\$0.00
Leveled RTI deployment focused on Reciprocal Teaching techniques for all students	Site Performance Assessments, District Benchmarks, CST	All Students	All Year	Instructional Facilitator	4/22/2012	172SQI1F3853		Leveled RTI deployment focused on Reciprocal Teaching techniques for all students	N/A				0	\$0.00
Pull-out small-group work on blending and fluency	Site Performance Assessments, District Benchmarks, CST	FBB, BB	All Year	Instructional Facilitator	4/22/2012	172SQI1F3854		Pull-out small-group work on blending and fluency	N/A				0	\$0.00
Extended time for formative assessment collection and analysis	Site Performance Assessments, District Benchmarks, CST	All Students	All Year	Instructional Facilitator	4/22/2012	172SQI1F3855		Extended time for formative assessment collection and analysis	N/A				0	\$0.00

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

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

School: Fred T. Korematsu Discovery Academy

Principal: CHARLES WILSON

School Quality Standards relevant to this Strategic Priority

A quality school...

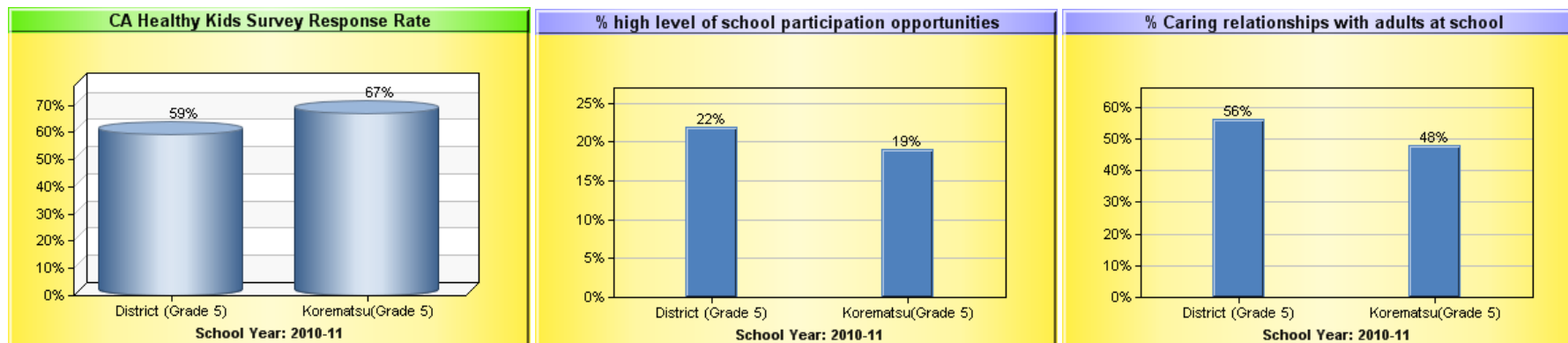
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future.
4. creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.
5. defines learning standards for social and emotional development and implements strategies to teach those standards

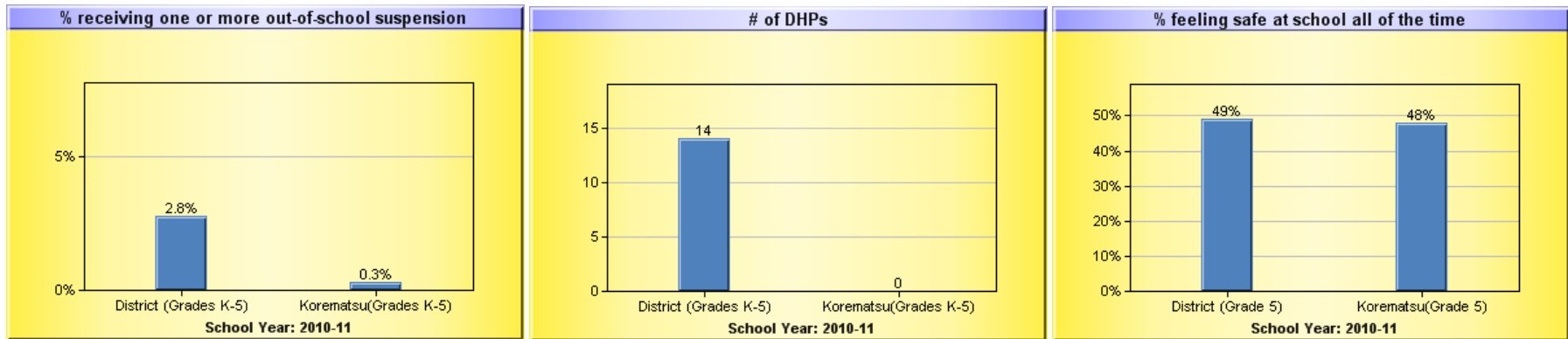
From OUSD Strategic Plan:

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

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%





School Data

- CHKS 2011: % of 5th Grade Students that report high levels of caring & expectations from a staff member at school / Caring=48% / Expectations=68%
- % of 5th Grade Students that report high levels of opportunities for meaningful participation & connectedness at school / Participation=19% / Connectedness=58%

Theory Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
School-wide implementation of Caring Schools Community as a climate curriculum where students and teachers take time to listen to needs and worries, and collaborate to find solutions;	Site Performance Assessments, District Benchmarks, CST, CHKS data		All Year	CSC Committee	4/23/2012	172SQI2A3841	School-wide implementation of Caring Schools Community as a climate curriculum where students and teachers take time to listen to needs and worries, and collaborate to find solutions;	N/A			0	\$0.00
School-wide use of a consistent stepped discipline / classroom management system where teachers are deeply involved in identifying and supporting positive student behaviors	Site Performance Assessments, District Benchmarks, CST, CHKS data	All Students	All Year	Community Relations Assistant	4/23/2012	172SQI2A3842	School-wide use of a consistent stepped discipline / classroom management system where teachers are deeply involved in identifying and supporting positive student behaviors	N/A			0	\$0.00
Access to mental-health							Access to mental-health					

services for those students needing extra support, as implemented and monitored by the COST Team	Site Performance Assessments, District Benchmarks, CST, CHKS data	All Students	All Year	Community Relations Assistant	4/23/2012	172SQI2A3843	services for those students needing extra support, as implemented and monitored by the COST Team	N/A			0	\$0.00
Weekly culture assemblies where Scholarly Behaviors are discussed and recognized, with Star Students individually praised for exemplifying a specific Scholarly Behavior or goal achievement.	Site Performance Assessments, District Benchmarks, CST, CHKS data	All Students	All Year	Charles Wilson	4/23/2012	172SQI2A3844	Weekly culture assemblies where Scholarly Behaviors are discussed and recognized, with Star Students individually praised for exemplifying a specific Scholarly Behavior or goal achievement.	N/A			0	\$0.00

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

Strategic Priority B. Health & Wellness

School: Fred T. Korematsu Discovery Academy

Principal: CHARLES WILSON

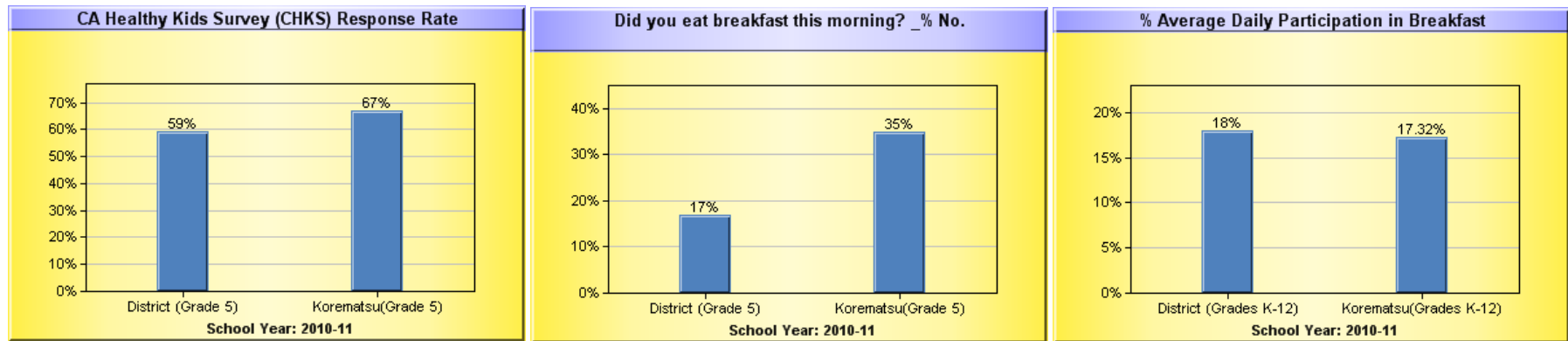
School Quality Standards relevant to this Strategic Priority

A quality school...

1. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
2. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning.

From OUSD Strategic Plan:

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





School Data

- Students that have ever used cigarettes=13% / Students that have ever used alcohol=20% / weed=6% / Students who think they are either too fat or too skinny=29%
- 2011 CHKS th Grade students: Students that report high levels of caring & expectations from a staff member at school / Caring=48% / Expectations=68%

Data Analysis

- UVV 2010 Data. The discrepancies between student and parent attitudes may speak to a failure on our part to communicate with families. We need to help students / parents be aware of resources and responses available through the school.
- I am concerned about my child's safety at his/her school Parent 52% / I feel safe at school. Student 88% / I feel safe traveling to and from school. Student 79%
- I have been bullied by other students at my school. Elementary Student 52% / My child has been bullied by other students at school. Parent 13% / Teachers and staff help students solve student conflicts. Student 87%
- My child's school feels like a caring and supportive environment. Parent 98% / My school feels like a caring and supportive environment. Student 80% / There is at least one adult at my school I can go to for good advice and support. Student 80%
- When I don't understand something in class, my teachers work with me until I do. Student 95% / When students do something wrong, they take responsibility for it. Student 60%

Theory Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
School Psychologist to coordinate and administer counselling and mental health resources for students and families, in addition to providing SST support for students needing assessment for more specialized services.	Site Performance Assessments, District Benchmarks, CST, CHKS data	FBB, BB and BAS	All Year	Charles Wilson	4/23/2012	172SQI2B1814	School Psychologist to coordinate and administer counselling and mental health resources for students and families, in addition to providing SST support for students needing assessment for more specialized services.	3010-Title I		PSYCHL0052	0.199998	\$17,910.76
Counselling services contracted through the Lincoln Child Development Services. Both student and family counselling will be provided.	Site Performance Assessments, District Benchmarks, CST, CHKS data	FBB, BB and BAS	All Year	Gwen Weiland	4/23/2012	172SQI2B1818	Counselling services contracted through the Lincoln Child Development Services. Both student and family counselling will be provided.	7090-EIA - SCE	5825-CONSULTANTS		0	\$3,101.90
Counselling services contracted through the Lincoln Child Development Services. Both student and family counselling will be provided.	Site Performance Assessments, District Benchmarks, CST, CHKS data	FBB, BB and BAS	All Year	Gwen Weiland	4/23/2012	172SQI2B1819	Counselling services contracted through the Lincoln Child Development Services. Both student and family counselling will be provided.	9901-Title I - Parent Participation	5825-CONSULTANTS		0	\$1,514.96
Counselling services contracted through the Lincoln Child Development Services. Both student and family counselling will be provided.	Site Performance Assessments, District Benchmarks, CST, CHKS data	FBB, BB and BAS	All Year	Gwen Weiland	4/23/2012	172SQI2B1820	Counselling services contracted through the Lincoln Child Development Services. Both student and family counselling will be provided.	3010-Title I	5825-CONSULTANTS		0	\$599.84
Baby Neighbor Program: Classes for parents of pre-natal and neo-natal children, focused on healthy parenting skills.	CHKS	All Students	All Year	Community Relations Assistant	4/23/2012	172SQI2B3876	Baby Neighbor Program: Classes for parents of pre-natal and neo-natal children, focused on healthy parenting skills.	N/A			0	\$0.00

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Fred T. Korematsu Discovery Academy

Principal: CHARLES WILSON

School Quality Standards relevant to this Strategic Priority

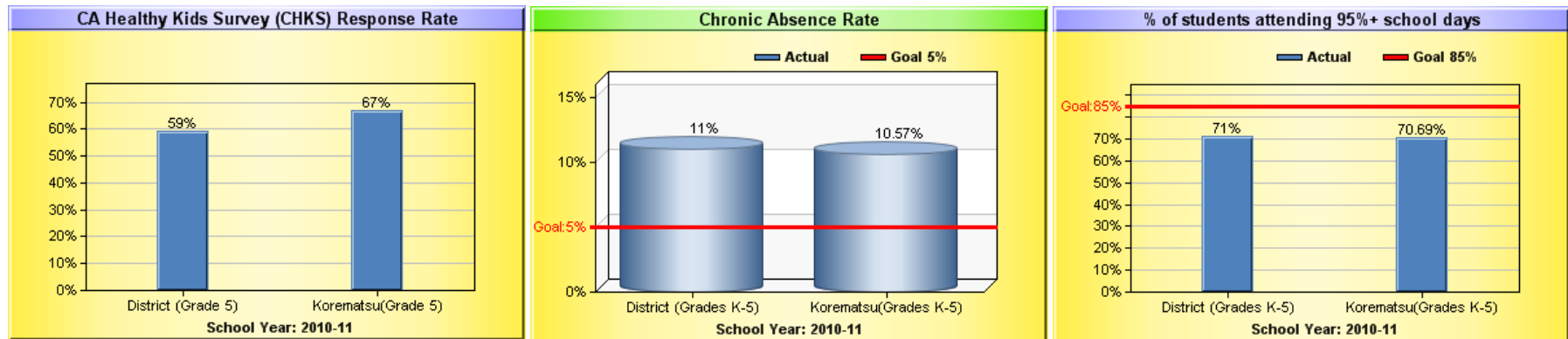
A quality school...

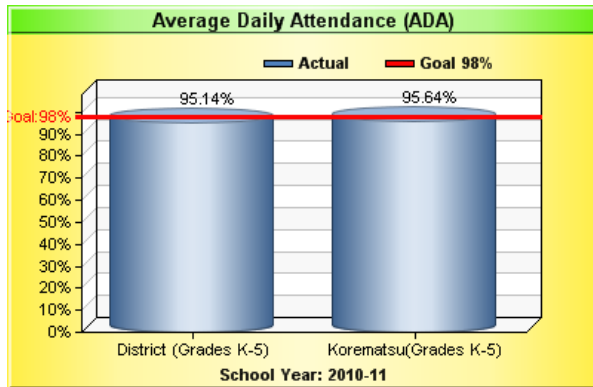
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

From OUSD Strategic Plan:

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

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





School Data

- 2012 Year to 4/6/12: ADA=95.94% // Satisfactory Attendance (??95%)=60%/ Chronic Absence (Absent (??10%)= 10%/ K=50%/14% // 1st=56%/12% // 2nd=56% /15% // 3rd=64%/8% // 4th=71%/4% // 5th=69%/6%
- Satisfactory Attendance / Chronic Absence Rates by Ethnicity: African American=37%/28% // Latino=65%/6% //

Data Analysis

- Although this current year represents the highest ADA level recorded to date, the excessively high level of chronic absenteeism is unacceptable, even as it is slightly lower than the average for all District K-5 programs.
- The high level of chronic absenteeism is especially notable in our Kindergarten classes, which have the lowest levels of satisfactory attendance and one of the highest levels of chronic absenteeism.
- The high level of chronic absenteeism is also notable in our SDC SH class, with a satisfactory attendance rate of just 17% and one of the highest levels of chronic absenteeism at 42%.
- Kindergarten attendance issues may be related to the non-compulsory status of the grade and the lack of parent education/experience for these parents. Many of the SDC students have chronic severe health issues that coincide with their disability.
- African American attendance rates should be considered when looking at the academic achievement gap evident in Mathematics and the stagnation of growth in Language Arts.

Theory Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
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Monthly SART meetings, as led by our attendance clerk and a social worker.	Attendance Rates	All Students	All Year	Community Relations Assistant	4/23/2012	172SQI2C3845	Monthly SART meetings, as led by our attendance clerk and a social worker.	N/A			0	\$0.00
One-on-one outreach efforts for families with poor attendance, including home visits by teachers and COST team members.	Attendance Rates	All Students	All Year	Community Relations Assistant	4/23/2012	172SQI2C3846	One-on-one outreach efforts for families with poor attendance, including home visits by teachers and COST team members.	N/A			0	\$0.00
Students who maintain a perfect attendance record for a trimester are eligible for a raffle for a new bike, a very visible recognition of their efforts.	Attendance Rates	All Students	All Year	Community Relations Assistant	4/23/2012	172SQI2C3847	Students who maintain a perfect attendance record for a trimester are eligible for a raffle for a new bike, a very visible recognition of their efforts.	N/A			0	\$0.00
Students with exemplary attendance need to be recognized publicly. Each month, students with perfect attendance (and no tardies) are rewarded for their performance.	Attendance Rates	All Students	All Year	Community Relations Assistant	4/23/2012	172SQI2C3848	Students with exemplary attendance need to be recognized publicly. Each month, students with perfect attendance (and no tardies) are rewarded for their performance.	N/A			0	\$0.00
After-school Program Director will participate in COST meetings focused on attendance, using resources from BACR to tailor personalized / small-group outreach to families in need.	Attendance Rates	FBB, BB and BAS	All Year	Community Relations Assistant	4/23/2012	172SQI2C3875	After-school Program Director will participate in COST meetings focused on attendance, using resources from BACR to tailor personalized / small-group outreach to families in need.	N/A			0	\$0.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Fred T. Korematsu Discovery Academy

Principal: CHARLES WILSON

School Quality Standards relevant to this Strategic Priority

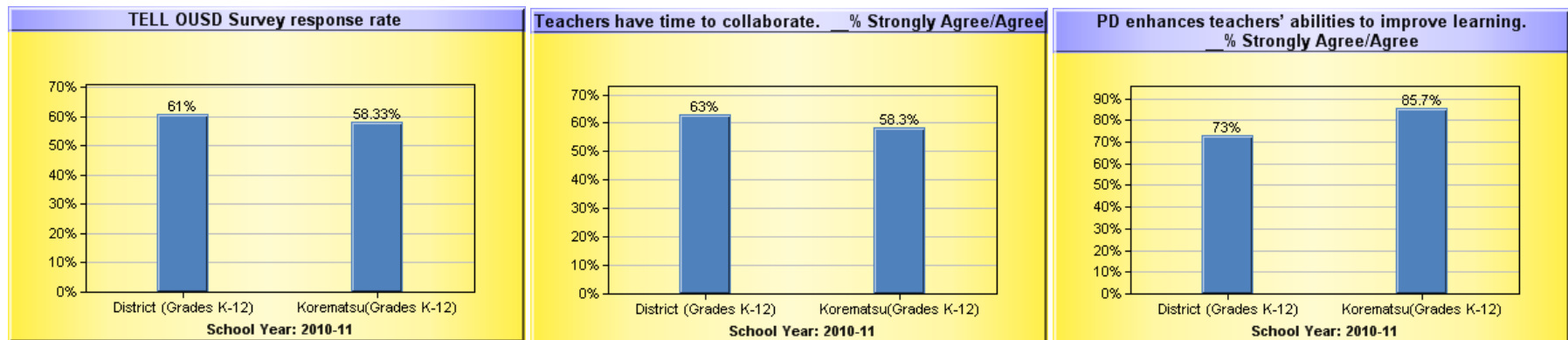
A quality school...

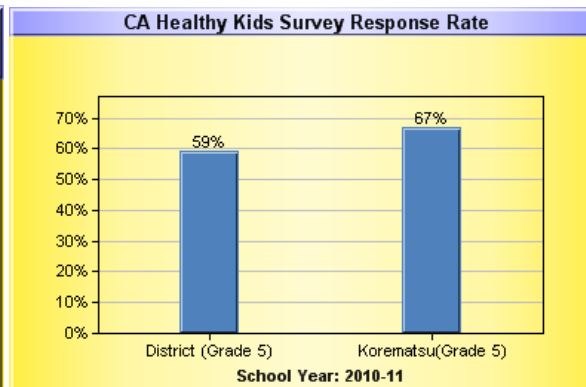
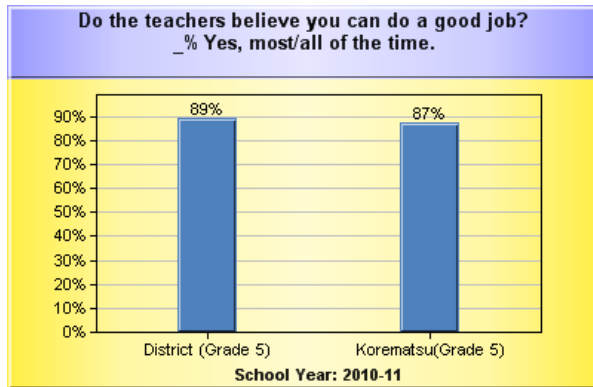
- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes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

From OUSD Strategic Plan:

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

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





Data Analysis

- The data from the TELL survey shows that KDA teachers are below the District average in terms of feeling like they have sufficient time to collaborate. This is a function of our limited ability to offer teachers compensated time for this work.
- The data from the TELL survey shows that KDA teachers are significantly above the District average in terms of feeling that the PD offered enhances their ability to deliver high-quality instruction.
- We work very hard to ensure that PD opportunities are focused and coherent with the current work in our classrooms and our PLC meetings.
- Rather than trying to cover a wide range of topics, we focus our PD sessions on just a few core practices, with much of the PD time dedicated to collaborative planning.

Theory Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Weekly PLC meetings, attended by the Principal and Instructional Facilitator, allow each grade level to explore and develop their instructional practices in specific areas. Disciplinary writing will be the PLC focus.	Site based performance assessments, state assessments		All Year	Charles Wilson	4/22/2012	172SQI3A3849	Weekly PLC meetings, attended by the Principal and Instructional Facilitator, allow each grade level to explore and develop their instructional practices in specific areas. Disciplinary writing will be the PLC focus.	N/A			0	\$0.00

The Instructional Leadership Team (ILT), led by the Principal, focuses on very specific instructional areas as identified through on-going data analysis, making policy decisions and developing a responsive professional development program.	Site based performance assessments, state assessments	All Students	All Year	Charles Wilson	4/22/2012	172SQI3A3850	The Instructional Leadership Team (ILT), led by the Principal, focuses on very specific instructional areas as identified through on-going data analysis, making policy decisions and developing a responsive professional development program.	N/A			0	\$0.00
The Caring Schools Community Team (CSC) and the Coordination of Services Team (COST), both work with the Principal to address the social and emotional health of our young scholars so that they can achieve their full potential academically.	Site based performance assessments, state assessments	All Students	All Year	Charles Wilson	4/22/2012	172SQI3A3851	The Caring Schools Community Team (CSC) and the Coordination of Services Team (COST), both work with the Principal to address the social and emotional health of our young scholars so that they can achieve their full potential academically.	N/A			0	\$0.00

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

Strategic Priority A. Family & Community Engagement

School: Fred T. Korematsu Discovery Academy

Principal: CHARLES WILSON

School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

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

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

School Data

- CHKS 2011: % of 5th Grade Students that report high levels of caring & expectations from a staff member at school / Caring=48% / Expectations=68%
- % of 5th Grade Students that report high levels of opportunities for meaningful participation & connectedness at school / Participation=19% / Connectedness=58%

Data Analysis

- We are proud of the UYV 2010 data. We feel we can do a better job at truly engaging families in the learning that is taking place in school. We need to reconcile the data from 5th grade students with the parent opinions.
- Aside from report cards, my child's teachers keep me informed of his/her progress on a regular basis. 98% I clearly understand the standard of school-work that teachers expect from my child. 100%
- I feel encouraged by my child's teachers and principal to participate in school activities or meetings. 97% My child's school has an open and welcoming environment. 95% My child's teachers include me in decisions that affect him/her. 98%
- My child's teachers help me understand what I can do at home to support his/her learning. 100% My child's teachers help me understand what my child needs in order to master key academic standards. 98%
- My parents/guardians went to a parent-teacher night or another school meeting at least once this year. 82% The front/main office staff (secretary, attendance clerk, etc.) is welcoming and supportive of parents. 98%

Theory Action

- Student success at KDA is related to our ability to engage with and inform our parents. We have found that our ability to communicate academic goals and relay expectations regarding student progress has contributed greatly to their success.

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Community Relations Assistant II Bilingual will manage and administer all parent / family outreach for the school, with a focus on connecting families more intimately to their children's academic and social development.	Site Performance Assessments, District Benchmarks, CST, CHKS data	FBB, BB and BAS	All Year	Charles Wilson	4/21/2012	172SQI4A1816	Community Relations Assistant II Bilingual will manage and administer all parent / family outreach for the school, with a focus on connecting families more intimately to their children's academic and social development.	3010-Title I		CRAIIB9999	0.8	\$55,513.71
Refreshments for parent meetings, trainings, and school events to foster increased parent engagement and involvement.	Site Performance Assessments, District Benchmarks, CST, CHKS data		All Year	Community Relations Assistant	4/21/2012	172SQI4A1821	Refreshments for parent meetings, trainings, and school events to foster increased parent engagement and involvement.	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$1,114.00
Family Literacy Instructor from OUSD Adult Education Program will teach ESL and Literacy classes for parents to promote increased parent engagement in their children's academic and social development.	Site Performance Assessments, District Benchmarks, CST, CHKS data	English Learners	All Year	Community Relations Assistant	4/21/2012	172SQI4A1822	Family Literacy Instructor from OUSD Adult Education Program will teach ESL and Literacy classes for parents to promote increased parent engagement in their children's academic and social development.	3010-Title I	1128-TEACHERS SALARIES HOURLY		0	\$3,500.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Fred T. Korematsu Discovery Academy

Principal: CHARLES WILSON

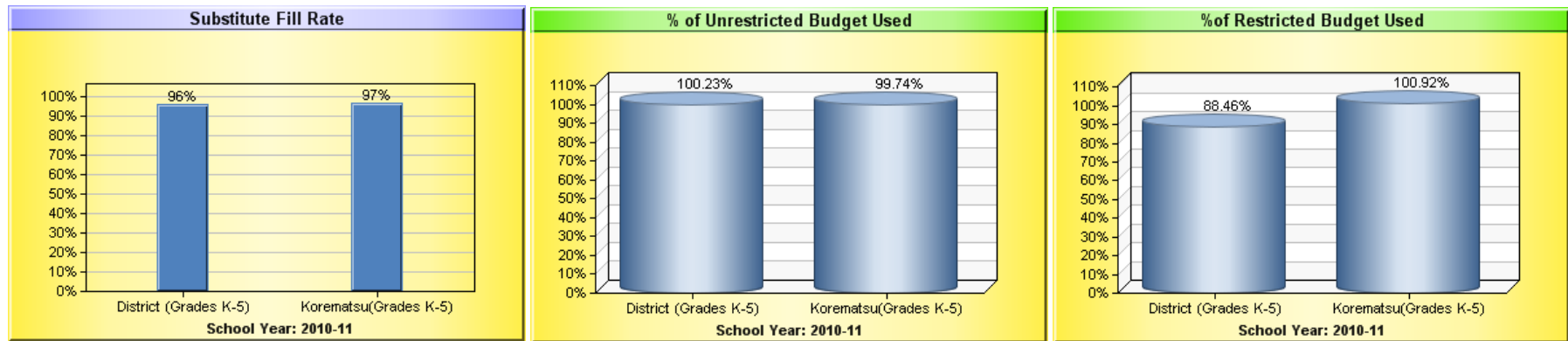
School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

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



Theory Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
- Monthly SSC and ELAC	Site Performance						- Monthly SSC and ELAC					

meetings to monitor implementation of current plan, student achievement, and prepare future plans;	Assessments, District Benchmarks, CST, CHKS data	All Students	All Year	Charles Wilson	4/22/2012	172SQI5A3856	meetings to monitor implementation of current plan, student achievement, and prepare future plans;	N/A			0	\$0.00
- Twice weekly meetings with Instructional Facilitator to monitor and modify instructional program to accelerate student academic achievement, especially focused on the transition to implementation of the Common Core Standards;	Site Performance Assessments, District Benchmarks, CST, CHKS data	All Students	All Year	Charles Wilson	4/22/2012	172SQI5A3857	- Twice weekly meetings with Instructional Facilitator to monitor and modify instructional program to accelerate student academic achievement, especially focused on the transition to implementation of the Common Core Standards;	N/A			0	\$0.00
- Meeting every two weeks with Instructional Leadership Team to monitor and adjust instructional professional development plans;	Site Performance Assessments, District Benchmarks, CST, CHKS data	All Students	All Year	Charles Wilson	4/22/2012	172SQI5A3858	- Meeting every two weeks with Instructional Leadership Team to monitor and adjust instructional professional development plans;	N/A			0	\$0.00
- Weekly PLC / Data Team meetings with each grade level team to monitor and modify instructional focus;	Site Performance Assessments, District Benchmarks, CST, CHKS data	All Students	All Year	Charles Wilson	4/22/2012	172SQI5A3859	- Weekly PLC / Data Team meetings with each grade level team to monitor and modify instructional focus;	N/A			0	\$0.00
- Twice per Trimester (Language Arts / Mathematics) Grade Level Academic Accountability Conferences (GLAAC) with each grade-level team to review benchmark assessment data and monitor and modify instructional plan;	Site Performance Assessments, District Benchmarks, CST, CHKS data	All Students	All Year	Charles Wilson	4/22/2012	172SQI5A3860	- Twice per Trimester (Language Arts / Mathematics) Grade Level Academic Accountability Conferences (GLAAC) with each grade-level team to review benchmark assessment data and monitor and modify instructional plan;	N/A			0	\$0.00
- Two weeks per year of minimum days to allow for formative assessment data collection (e.g Core Phonics Survey, Running Records) to be used for school-wide Leveled RT Instruction;	Site Performance Assessments, District Benchmarks, CST, CHKS data	All Students	All Year	Charles Wilson	4/22/2012	172SQI5A3861	- Two weeks per year of minimum days to allow for formative assessment data collection (e.g Core Phonics Survey, Running Records) to be used for school-wide Leveled RT Instruction;	N/A			0	\$0.00
- Twice weekly meetings with Community Relations Assistant to monitor and modify community outreach, school culture, attendance, and family / community engagement strategies;	Site Performance Assessments, District Benchmarks, CST, CHKS data	All Students	All Year	Charles Wilson	4/22/2012	172SQI5A3862	- Twice weekly meetings with Community Relations Assistant to monitor and modify community outreach, school culture, attendance, and family / community engagement strategies;	N/A			0	\$0.00
- Twice weekly Student Progress Reports sent to parents;	Site Performance Assessments, District Benchmarks, CST, CHKS data	All Students	All Year	Charles Wilson	4/22/2012	172SQI5A3863	- Twice weekly Student Progress Reports sent to parents;	N/A			0	\$0.00
- Three Academic Exposition Events per year with families / community members to	Site Performance Assessments, District	All	All Year	Charles	4/22/2012	172SQI5A3864	- Three Academic Exposition Events per year with families / community members to	N/A			0	\$0.00

share current student academic investigations and presentations;	Benchmarks, CST, CHKS data	Students		Wilson			share current student academic investigations and presentations;					
- Three Parent / Student / Teacher Report Card Conferences (Goal=100% Parent attendance) to review student academic progress and set student academic goals;	Site Performance Assessments, District Benchmarks, CST, CHKS data	All Students	All Year	Charles Wilson	4/22/2012	172SQI5A3865	- Three Parent / Student / Teacher Report Card Conferences (Goal=100% Parent attendance) to review student academic progress and set student academic goals;	N/A			0	\$0.00
- Weekly meetings with COST Team to monitor and adjust intervention / mental health / family health programs;	Site Performance Assessments, District Benchmarks, CST, CHKS data	All Students	All Year	Charles Wilson	4/22/2012	172SQI5A3866	- Weekly meetings with COST Team to monitor and adjust intervention / mental health / family health programs;	N/A			0	\$0.00
- Monthly SART meetings led by Community Relations Assistant and Attendance Clerk to prevent and interrupt chronic absenteeism;	Site Performance Assessments, District Benchmarks, CST, CHKS data	All Students	All Year	Charles Wilson	4/22/2012	172SQI5A3867	- Monthly SART meetings led by Community Relations Assistant and Attendance Clerk to prevent and interrupt chronic absenteeism;	N/A			0	\$0.00
- Weekly meeting with Attendance Clerk to review current attendance data and trends;	Site Performance Assessments, District Benchmarks, CST, CHKS data	All Students	All Year	Charles Wilson	4/22/2012	172SQI5A3868	- Weekly meeting with Attendance Clerk to review current attendance data and trends;	N/A			0	\$0.00
- Daily meetings with Administrative Assistant to monitor and adjust operational plans;	Site Performance Assessments, District Benchmarks, CST, CHKS data	All Students	All Year	Charles Wilson	4/22/2012	172SQI5A3869	- Daily meetings with Administrative Assistant to monitor and adjust operational plans;	N/A			0	\$0.00
- Monthly meeting with the Climate and Culture Leadership Team to monitor and adjust Caring Schools Community plans;	Site Performance Assessments, District Benchmarks, CST, CHKS data	All Students	All Year	Charles Wilson	4/22/2012	172SQI5A3870	- Monthly meeting with the Climate and Culture Leadership Team to monitor and adjust Caring Schools Community plans;	N/A			0	\$0.00

Type into the gray boxes, then print and sign.

**ASSURANCES
2012-2013**

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

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

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

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2012-2013 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on 9/23/11, 10/14/11, 11/9/11, 12/9/11, 1/25/12, 2/17/12, 3/16/12.
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 9/21/11, 10/19/11, 11/19/11, 12/14/11, 1/25/12, 2/22/12, 4/24/12.
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:



SSC Chairperson's Signature

China Anderson
SSC Chairperson's Name (printed)

5/4/2012

Date



ELAC Chairperson's Signature

Ana Ramiro
ELAC Chairperson's Name (printed)

5/7/2012

Date



Principal Signature

Charles Wilson
Principal's Name (printed)

5/4/12

Date



Executive Officer's Signature

Kimi Kean
Executive Officer's Name (printed)

5/11/12

Date



Director, State & Federal Compliance Signature

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

6/8/12

Date

School Site Council Membership Roster – Elementary School

School Name: Korematsu Discovery Academy

School Year 2011/2012

Chairperson: China Anderson	Vice Chairperson: Olivia Montes de Oca
Secretary: Carmen Ochoa	<u>DAC Representative:</u> Noel Dominguez

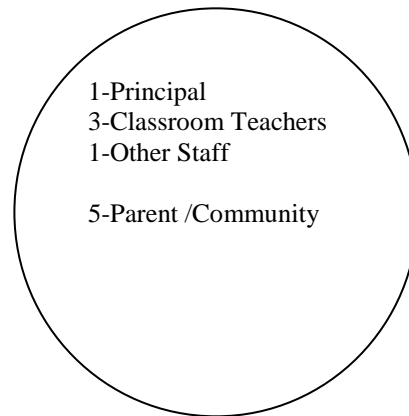
Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
China Anderson	1438 68th Ave. Oakland, CA 94621				X
Olivia Montes De Oca	9222 F St Oakland, CA 94621				X
C (DAC Representative)	10600 Royal Ann St Oakland, CA 94603				X
Alma Altamirano	940 66th Ave Apt 217 Oakland, CA 94603				X
Rosario Jáuregui	1750 104th Ave Oakland, CA 94603				X
Leslie Hanna	10315 E St. Oakland, CA 94603		X		
Kelly Jacobs	(510) 6393377 Oakland, CA 94603		X		
Carmen Ochoa	10315 E st. Oakland, CA 94603		X		
Angie González	10315 E st. Oakland, CA 94603			X	
Charles Wilson	10315 E st. Oakland, CA 94603	X			
DAC Representative	Noel Dominguez				

Meeting Schedule	9/21/11, 10/19/11, 11/19/11, 12/14/11, 1/25/12, 2/22/12, 4/24/12
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SSC Legal Requirements:

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



KDA Title I School Parental Involvement Policy 2012 - 2013

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

Involvement of Parents in the Title I Program

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

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

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

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

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

Offer a flexible number of meetings for parents.

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

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

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

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

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

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

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

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

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

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

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

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

School-Parent Compact

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

Building Parent Capacity for Involvement

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

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

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

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

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

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

Accessibility

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

Adoption

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

This policy was adopted by the KDA School Site Council on 4/24/12 and will be in effect for the 2012-13 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The Fred T. Korematsu Academy's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

(Principal's Signature)

(Date)

Korematsu Discovery Academy Elementary School Compact

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

Staff Pledge:

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

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

Student Pledge:

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

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

Family/Parent Pledge:

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

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

- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Student

Teacher

Parent/Guardian